



**Irondequoit High School**  
*School Based Plan*  
*2023-2024*

**Essential Questions:**

How do we hold high expectations for all students and help them develop a sense of agency?

Student agency is thus defined as **the capacity to set a goal, reflect and act responsibly to effect change**. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others (Education Reimagined.org)

How do we implement our **K-12 Instructional Model** in order to directly **impact student achievement**?

**Learning Targets:**

- **I can** strengthen my instructional planning, lesson delivery, and response to students’ strengths and areas of growth by using the instructional model and data review processes.
- **I can** further develop my understanding of restorative practices, social emotional learning and culturally responsive education practices to create and maintain an environment where all students, staff and families feel welcome, safe, valued and supported.
- **I can** strengthen my grading practices to support high quality learning and achievement while promoting equity for all students.

**IHS Data Summary**

**2022-2023 Final Weighted Average (FWA) Student Performance by Content Area**

English					Mathematics					Science				
Count of S	Column				Count of S	Column				Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	10.26%	34.29%	55.45%	100.00%	9	7.72%	30.55%	61.74%	100.00%	9	6.89%	28.20%	64.92%	100.00%
10	6.46%	23.13%	70.41%	100.00%	10	9.97%	37.11%	52.92%	100.00%	10	6.87%	31.62%	61.51%	100.00%
11	9.06%	32.21%	58.72%	100.00%	11	7.53%	34.93%	57.53%	100.00%	11	6.27%	31.71%	62.02%	100.00%
12	3.34%	27.36%	69.30%	100.00%	12	7.94%	25.23%	66.82%	100.00%	12	5.23%	23.53%	71.24%	100.00%
<b>Grand Tot</b>	<b>7.22%</b>	<b>29.28%</b>	<b>63.50%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>8.30%</b>	<b>32.40%</b>	<b>59.30%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>6.47%</b>	<b>29.44%</b>	<b>64.09%</b>	<b>100.00%</b>

Social Studies				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	8.74%	27.51%	63.75%	100.00%
10	6.82%	33.23%	59.94%	100.00%
11	5.31%	31.56%	63.13%	100.00%
12	3.27%	22.72%	74.01%	100.00%
<b>Grand Tot</b>	<b>5.55%</b>	<b>27.93%</b>	<b>66.52%</b>	<b>100.00%</b>

World Language				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	4.20%	20.23%	75.57%	100.00%
10	5.53%	12.56%	81.91%	100.00%
11	0.73%	7.30%	91.97%	100.00%
12	4.04%	3.03%	92.93%	100.00%
<b>Grand Tot</b>	<b>3.87%</b>	<b>13.06%</b>	<b>83.07%</b>	<b>100.00%</b>

**2021-2022 Final Weighted Average (FWA) Student Performance by Content Area**

English FWA				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	3.68%	38.46%	57.86%	100.00%
10	8.81%	26.78%	64.41%	100.00%
11	10.58%	28.47%	60.95%	100.00%
12	2.19%	30.63%	67.19%	100.00%
<b>Grand Tot</b>	<b>6.14%</b>	<b>31.14%</b>	<b>62.71%</b>	<b>100.00%</b>

Math FWA				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	9.33%	30.00%	60.67%	100.00%
10	8.28%	35.86%	55.86%	100.00%
11	10.11%	31.41%	58.48%	100.00%
12	4.07%	27.60%	68.33%	100.00%
<b>Grand Tot</b>	<b>8.18%</b>	<b>31.43%</b>	<b>60.39%</b>	<b>100.00%</b>

Science FWA				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	9.90%	31.74%	58.36%	100.00%
10	8.33%	34.38%	57.29%	100.00%
11	11.83%	30.15%	58.02%	100.00%
12	4.83%	27.59%	67.59%	100.00%
<b>Grand Tot</b>	<b>9.21%</b>	<b>31.48%</b>	<b>59.31%</b>	<b>100.00%</b>

Social St. FWA				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	3.34%	38.13%	58.53%	100.00%
10	7.40%	36.01%	56.59%	100.00%
11	7.93%	29.88%	62.20%	100.00%
12	2.63%	20.39%	76.97%	100.00%
<b>Grand Tot</b>	<b>4.85%</b>	<b>28.98%</b>	<b>66.17%</b>	<b>100.00%</b>

World Language FWA				
Count of \$	Column			
Row La	0-64	65-79	80-100	Grand Total
9	3.34%	38.13%	58.53%	100.00%
10	7.40%	36.01%	56.59%	100.00%
11	7.93%	29.88%	62.20%	100.00%
12	2.63%	20.39%	76.97%	100.00%
<b>Grand Tot</b>	<b>4.85%</b>	<b>28.98%</b>	<b>66.17%</b>	<b>100.00%</b>

**2020-2021 Final Weighted Average (FWA) Student Performance by Content Area:**

FWA - Content ranges						
ENGLISH						
Count of Stu	Column					
Row Label	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	13.48%	30.85%	46.81%	0.35%	8.51%	100.00%
10	6.04%	30.19%	50.57%	1.51%	11.70%	100.00%
11	11.19%	27.62%	46.15%	2.80%	12.24%	100.00%
12	5.04%	30.58%	32.01%	15.47%	16.91%	100.00%
<b>Grand Total</b>	<b>9.00%</b>	<b>29.79%</b>	<b>43.83%</b>	<b>5.04%</b>	<b>12.33%</b>	<b>100.00%</b>

FWA - Content ranges						
Science						
Count of Stu	Column					
Row Label	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	15.25%	32.98%	48.58%	0.00%	3.19%	100.00%
10	17.36%	30.57%	49.06%	0.38%	2.64%	100.00%
11	18.18%	28.32%	31.47%	7.69%	14.34%	100.00%
12	3.96%	16.19%	25.54%	3.96%	50.36%	100.00%
<b>Grand Total</b>	<b>13.68%</b>	<b>27.00%</b>	<b>38.52%</b>	<b>3.06%</b>	<b>17.73%</b>	<b>100.00%</b>

FWA - Content ranges						
Mathematics						
Count of S	Column					
Row Label	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	12.41%	34.40%	49.29%	1.06%	2.84%	100.00%
10	17.36%	33.58%	42.26%	3.77%	3.02%	100.00%
11	12.59%	31.12%	41.61%	6.29%	8.39%	100.00%
12	2.52%	17.27%	24.10%	12.95%	43.17%	100.00%
<b>Grand Tot</b>	<b>11.16%</b>	<b>29.07%</b>	<b>39.33%</b>	<b>6.03%</b>	<b>14.40%</b>	<b>100.00%</b>

FWA - Content ranges						
Social Studies						
Count of S	Column					
Row Label	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	13.83%	31.56%	52.13%	0.71%	1.77%	100.00%
10	5.28%	28.68%	48.30%	15.85%	1.89%	100.00%
11	15.38%	28.67%	34.62%	19.58%	1.75%	100.00%
12	0.72%	0.36%	0.72%	95.32%	2.88%	100.00%
<b>Grand Tot</b>	<b>8.91%</b>	<b>22.32%</b>	<b>33.84%</b>	<b>32.85%</b>	<b>2.07%</b>	<b>100.00%</b>

FWA - Content ranges					
World Language					
Count of Stu	Column				
Row Label	0-64	65-79	80-100	#N/A	Grand Total
9	20.21%	17.02%	46.81%	15.96%	100.00%
10	14.34%	12.83%	51.32%	21.51%	100.00%
11	8.74%	5.94%	36.71%	48.60%	100.00%
12	7.19%	3.96%	29.86%	58.99%	100.00%
<b>Grand Total</b>	<b>12.60%</b>	<b>9.90%</b>	<b>41.04%</b>	<b>36.45%</b>	<b>100.00%</b>

**Student Sub Group Overall Performance 2022-2023:**

Black					Latinix(Hispanic)					White				
Count of S	Columnr				Count of S	Columnr				Count of S	Columnr			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	17.53%	34.54%	47.94%	100.00%	9	7.00%	28.28%	64.72%	100.00%	9	4.82%	17.65%	77.53%	100.00%
10	9.97%	35.73%	54.29%	100.00%	10	12.24%	28.83%	58.93%	100.00%	10	3.80%	14.22%	81.98%	100.00%
11	11.98%	38.43%	49.59%	100.00%	11	14.14%	29.93%	55.92%	100.00%	11	3.17%	17.87%	78.95%	100.00%
12	5.37%	33.89%	60.74%	100.00%	12	14.13%	30.48%	55.39%	100.00%	12	4.32%	14.07%	81.61%	100.00%
<b>Grand Tot</b>	<b>10.50%</b>	<b>35.62%</b>	<b>53.88%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>11.70%</b>	<b>29.28%</b>	<b>59.02%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>4.05%</b>	<b>16.04%</b>	<b>79.91%</b>	<b>100.00%</b>

504					ELL				
Count of S	Columnr				Count of S	Columnr			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	8.94%	25.17%	65.89%	100.00%	9	0.00%	50.00%	50.00%	100.00%
10	6.61%	20.66%	72.73%	100.00%	10	10.42%	22.92%	66.67%	100.00%
11	4.52%	24.37%	71.11%	100.00%	11	0.00%	32.00%	68.00%	100.00%
12	6.88%	19.90%	73.22%	100.00%	12	4.26%	42.55%	53.19%	100.00%
<b>Grand Tot</b>	<b>6.60%</b>	<b>22.38%</b>	<b>71.02%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>3.78%</b>	<b>36.22%</b>	<b>60.00%</b>	<b>100.00%</b>

**Student Sub Group Overall Performance 2021-2022:**

Black FWA					Latinex(Hispanic) FWA					White FWA				
Count of S	Columnr				Count of S	Columnr				Count of S	Columnr			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	11.22%	45.19%	43.59%	100.00%	9	9.41%	36.63%	53.96%	100.00%	9	4.17%	16.28%	79.56%	100.00%
10	19.59%	35.92%	44.49%	100.00%	10	16.22%	36.49%	47.30%	100.00%	10	3.56%	18.63%	77.81%	100.00%
11	15.41%	40.98%	43.61%	100.00%	11	22.85%	29.96%	47.19%	100.00%	11	5.64%	15.93%	78.43%	100.00%
12	7.35%	29.39%	63.26%	100.00%	12	9.80%	24.51%	65.69%	100.00%	12	3.34%	17.19%	79.46%	100.00%
<b>Grand Tot</b>	<b>13.02%</b>	<b>37.96%</b>	<b>49.02%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>13.90%</b>	<b>32.29%</b>	<b>53.81%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>4.13%</b>	<b>17.08%</b>	<b>78.79%</b>	<b>100.00%</b>

ELL				
FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	0.00%	66.67%	33.33%	100.00%
10	0.00%	28.57%	71.43%	100.00%
11	1.43%	15.71%	82.86%	100.00%
12	11.25%	31.25%	57.50%	100.00%
<b>Grand Tot</b>	<b>4.88%</b>	<b>26.34%</b>	<b>68.78%</b>	<b>100.00%</b>

504				
FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	7.57%	28.08%	64.35%	100.00%
10	2.30%	23.61%	74.10%	100.00%
11	12.83%	23.91%	63.27%	100.00%
12	5.06%	22.32%	72.62%	100.00%
<b>Grand Tot</b>	<b>7.07%</b>	<b>24.44%</b>	<b>68.49%</b>	<b>100.00%</b>

**Students with Disabilities:**

**2022-2023:**

SWD					ALL Students				
Count of S	Column				Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	8.17%	28.88%	62.94%	100.00%	9	6.28%	20.76%	72.96%	100.00%
10	6.47%	33.03%	60.51%	100.00%	10	5.92%	20.52%	73.56%	100.00%
11	13.89%	29.44%	56.67%	100.00%	11	5.85%	22.67%	71.48%	100.00%
12	6.84%	23.45%	69.71%	100.00%	12	5.59%	19.53%	74.88%	100.00%
<b>Grand Tot</b>	<b>8.79%</b>	<b>29.11%</b>	<b>62.10%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>5.92%</b>	<b>20.88%</b>	<b>73.20%</b>	<b>100.00%</b>

**2021-22:**

SWD					All Students				
FWA					FWA				
Count of S	Column				Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total	Row La	0-64	65-79	80-100	Grand Total
9	6.02%	35.86%	58.12%	100.00%	9	5.78%	24.23%	69.99%	100.00%
10	16.06%	31.52%	52.42%	100.00%	10	7.15%	23.01%	69.84%	100.00%
11	9.16%	28.21%	62.64%	100.00%	11	8.85%	21.57%	69.59%	100.00%
12	6.58%	25.51%	67.90%	100.00%	12	4.72%	20.21%	75.07%	100.00%
<b>Grand Tot</b>	<b>9.53%</b>	<b>30.94%</b>	<b>59.53%</b>	<b>100.00%</b>	<b>Grand Tot</b>	<b>6.57%</b>	<b>22.26%</b>	<b>71.17%</b>	<b>100.00%</b>

**Attendance – By Percent:**

- **Chronic Absenteeism is defined by NYS as 18 or more missed days / 180 or 90% or higher attendance. This means that students cannot miss more than 17 days all year.**
- **Students cannot miss more than 10% of the time enrolled.**
- **WICSD Policy 7140 acknowledges the importance of attendance as a vital component of learning and achievement and may deny course credit to students whose attendance falls below 85% of the scheduled class meetings.**

**2022-2023 Attendance Rates :**

ATTENDANCE						
Count of S	Column					
Row Lat	0-59	60-79	80-89	90-96	96-100	Grand Total
9	4.87%	10.06%	21.75%	38.64%	24.68%	100.00%
10	5.19%	11.07%	26.99%	34.95%	21.80%	100.00%
11	5.19%	11.07%	27.34%	35.64%	20.76%	100.00%
12	7.17%	17.93%	28.69%	34.66%	11.55%	100.00%
<b>Grand Tot</b>	<b>5.54%</b>	<b>12.31%</b>	<b>26.03%</b>	<b>36.06%</b>	<b>20.05%</b>	<b>100.00%</b>

**2021-2022 Attendance Rates:**

ATTENDANCE						
Count of Colur						
Row	0-59	60-79	80-89	90-96	96-100	Grand Total
9	5.33%	11.67%	27.00%	37.67%	18.33%	100.00%
10	3.81%	13.49%	28.37%	38.41%	15.92%	100.00%
11	10.53%	14.29%	22.93%	39.47%	12.78%	100.00%
12	12.00%	24.36%	30.18%	27.27%	6.18%	100.00%
<b>Grand T</b>	<b>7.79%</b>	<b>15.84%</b>	<b>27.17%</b>	<b>35.75%</b>	<b>13.45%</b>	<b>100.00%</b>

~14% of IHS students were chronically absent 2021-2022

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## Graduation and June Diploma Performance

All are recorded in %

	2016	2017	2018	2019	2020	2021	2022	2023
<b>Four Year Cohort Graduation Rate</b>	93	92	97	96	93.15	95.5	Total- 294 in Cohort 92.9 (6 students with CDOS) 94.9= Students Eligible for Regents Diploma	94%
<b>Graduates earning Regents Diploma</b>	97	98	96	95	97	100 (0 local)	86 students	83 students
<b>Regents Diploma with Advanced Distinction</b>	59	72	68	71	68	63	187	165
<b>SWD</b>						84.3 (84% Regents; 14% Adv)	Total = 71.4 % Students eligible for a Regents 83% (42-6/36)	82.5%
<b>Economically Disadvantaged</b>						89.6% (95 out of 106 graduates; 11 non completers)	86.5% (90/104 were 4 year grads; 14 were non completers)	88% (76/86 were 4 year grads, 10 were non-grads)
<b>At Risk</b>						71.4% (5 out of 7 students)	100%` 17 total 4 moved 14/14graduated in 4 years =	69% (11/16 were 4 year grads)
<b>Non-Completers</b>						4.7% (14/298) Ethnicity/Non-Completers: 20% Black (3) 40% White(6) 20% Hispanic(3) 20% Multi(3)	7.1% (21/294) CDOS students continue until 21=(6) 19% Drop out(4) 33% TASC (7) 19% until 21 (4) 5% Potential August Grads	6% (16/246) 18% Dropouts (3) 13% TASC (2) 31% Non-completers (5) 13% Until 21 (2) 25% Potential August grads (4) 6% Asian (1) 6% Black (1) 44% White



								24% Non Completers (5) 5% Asian (1) 19% Black (4) 38% White (8) 29% Hispanic (6) 9% Multi (2)	(7) 38% Hispanic (6) 6% Multi (1)
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### Advanced Placement Exams

	2016	2017	2018	2019	2020	2021	2022	2023
<b>Total # of AP students</b>	300	315	318	316	307	283	240	257
<b># of exams written</b>	596	593	614	567	538	520	440	439
<b>% students scoring 3-5</b>	75	70	69	73	71	48 *COVID/HYBRID Year	72	74.7%
<b>% of graduates with AP credit</b>	35	41	36	43				

### ADVANCED PLACEMENT EXAMS SUMMARY CHARTS BY COURSE

2021-2022				2022-2023			
Course Name	Scored 3% or higher	# of students	NY State 3% or higher	Scored 3% or higher	# of students	NY State 3% or higher	
Biology	81.8%	22	66%	60%	25	62.6%	
2 D Art Design	100%	1	84.3%	----	---	----	
Calc AB	47.6%	21	50.9%	40%	15	54%	
Calc BC	64.7%	17	75.4%	66.7%	18	77.2%	
Chemistry	73.9%	23	57.4%	100%	9	80%	
Computer Sci A	90.9%	11	68.5%	100%	4	65.5%	
Computer Sci Principles	88.9%	9	57.3%	83.3%	6	60.6%	
Drawing	100%	5	88.6%	100%	4	83.3%	
English Lang	79.5%	39	53.3%	80.7%	26	54.5%	
English Lit	90.5%	21	73.2%	100%	13	73.5%	

German Lang	0%	1	81%		50%	2	83.0%
Macro Econ	60.0%	35	55.6%		87.9%	33	72.9%
Music Theory	100%	4	61.9%		100%	4	62.8%
Physics	58.3%	36	48.7		48.3%	58	53.5%
Physics C Electricity/ Mag	50%	4	65.5%		90.9%	11	70.2%
Physic C Mechanics	100%	5	72.7%		100%	11	74.8%
Psychology	40.7%	27	54.4%		57.5%	40	55.8%
Spanish	100%	1	81%		33.3%	3	83.6%
Statistics	31.3%	16	53.9%		60%	25	57%
US Govt and Politics	59%	39	46.8%		74.3%	35	47.7%
APUSH	72.5%	51	47.3%		75.9%	29	48.7%
World History	82.7%	52	68%		89.7%	68	71.3%

### Fall Course Enrollments Related to School Plan Priorities

	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 2021	2021- 2022	2022- 2023
% of Seniors Enrolled in Math	74	79	79	76	68	66	165/294= 56%	193/248
% of seniors pursuing 4+ credits in Math	60	65	70	70	70	58	153/294= 53%	= 79% 149/248 = 60%
% of Seniors Enrolled in Science	61	64	60	58	44	56	131/294=	155/248
% of seniors pursuing 4+ credits in Science	44	48	48	47		47	44.5%	= 62.5%
<i>Percentage of seniors enrolled in September</i>							134/294= 45.5%	127/248 = 51%
Art Courses	521	499	454	517	521	491	560	719
Business Courses	550	416	489	503	473	448	472	459
World Language Courses	794	808	756	778	825	791	712	713
Seal of Biliteracy Diploma Designation	n/a	26	46	47	40	TBD	80	72
Music Courses	256	264	248	262	230	241	238	256
Technology/Engineering Courses	498	492	402	404	381	362	430	432
<i>Number of seniors enrolled in September</i>								

CTE Diploma Designation					25		16	19
Total Student Population (9-12)	1204	1183	1155	1184	1171	1156	1132	1143

### Post High School %

	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>College Total:</b>	<b>85.30</b>	<b>77.60</b>	<b>81</b>	<b>81.20</b>	<b>81.10</b>	<b>73</b>	<b>65</b>	<b>67.3%</b>	<b>75.9</b>
<b>2 year college</b>	<b>25.60</b>	<b>32</b>	<b>24.90</b>	<b>32.10</b>	<b>25.60</b>	<b>21.10</b>			
<b>4 year college</b>	<b>49.70</b>	<b>45.60</b>	<b>56.20</b>	<b>49.20</b>	<b>55.50</b>	<b>52.10</b>			
<b>Employment</b>	<b>8.80</b>	<b>7.80</b>	<b>11.40</b>	<b>10.30</b>	<b>12</b>	<b>7.60</b>	<b>8.4</b>	<b>73%</b>	<b>11.4</b>
<b>Military</b>	<b>2.30</b>	<b>1.20</b>	<b>1.80</b>	<b>1.40</b>	<b>2.0</b>	<b>1.0</b>	<b>1.7</b>	<b>1.4</b>	<b>0</b>
<b>Career Education/Apprenticeship</b>	<b>2.60</b>	<b>1.0</b>	<b>2.20</b>	<b>0.70</b>	<b>1.0</b>	<b>3.8</b>		<b>n/a</b>	<b>n/a</b>
<b>Year Off</b>	<b>0.30</b>	<b>2.0</b>	<b>1.8</b>	<b>2.80</b>	<b>1.70</b>	<b>2.10</b>	<b>2.8</b>		
<b>Other/Unknown</b>	<b>0.30</b>	<b>0.30</b>	<b>0</b>	<b>3.20</b>	<b>1.90</b>	<b>12.30</b>	<b>22</b>	<b>13%</b>	<b>12.7</b>

## Regents Exam Results

\*Due to Covid-19, there were no Regents exams during the 2019-2020 school year.

	2015*		2016*		2017*		2018*		2019*		2022		2023	
	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+
CCSS English	98	74	96	74	96	80	92	67	97	69	88	55	91	76
CCSS Algebra	81	1	88	9	85	23	87	8	93	27	85	11	86	51
CCSS Geometry	71	13	77	17	75	16	81	21	91	38	67	20	73	29
CCSS Algebra 2	n/a	n/a	95	5	92	9	95	21	95	30	90	29	90	55
Living Environment	94	46	90	31	81	11	84	26	91	49	86	30	79	40
Earth Science	71	23	85	51	87	43	85	41	83	40	66	29	81	27
Chemistry	78	18	78	26	86	28	92	20	90	33	82	31	83	22
Physics	93	45	92	43	89	56	95	46	85	41	71	21	73	40
Global History & Geography***	81	49	90	53	88	53	87	55	n/a	n/a	n/a	n/a	n/a	n/a
New Framework Global History	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	35	90	23	86	55
U.S. History & Government	95	67	94	74	94	72	93	68	91	65	n/a	n/a	92	72
French	97	72	100	58	100	71	100	48	95	33	98	41	97	61.3
German	100	40	100	38	96	88	100	44	100	53	100	85	100	56.3
Italian	100	44	100	67	100	72	99	61	100	75	100	80	100	90
Spanish	97	64	96	51	98	67	98	56	89	49	92	30	90	35.1

*All figures are percentages*

\*Due to the COVID-19 school closure and cancellation of NYS testing, and final exams, there is no end-of-year assessment data for these categories for the 2019-2020 school year.

\*\*Due to the COVID-19 school closure, grading practices for Quarter 3 and Quarter 4 and the process for calculating final weighted averages were adjusted.

# Building Based Goals

**Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)**

**Goal(s):**

- Provide cohesive and consistent implementation of the Instructional Model with an explicit focus on student centered learning and student independent application to increase access for all students.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Use the K-12 instructional model to inform all stages of the planning process for cultural responsiveness, equity and inclusive practices.	Walkthroughs, Post Observation, Student work samples, Planning, Supervision, Data Reviews	Admin, Contact Teachers/Supervisors Directors, ASI	Goal: Teachers/departments will implement best practices from the Instructional Model with specific focus on student centered learning and independent application	Goal: Student sub-group achievement data will show improved access for all students.
			Updated Progress:	Updated Progress:
Use a data protocol to analyze common formative and summative assessment data, holistically and by sub group, to identify student-centered areas of strength and need.	SBPT, Cabinet, Department Meetings	Admin, Contact Teachers/Supervisors, Directors, ASI	Goal: All teachers will use the Data Wise protocol to inform next steps.	Goal: Use Data Wise Protocols to identify gaps in sub-group data to respond to student needs for the following year
			Updated Progress:	Updated Progress:

**Well Being of Self and Community (SEL/Restorative Practices)**

**Goal(s):**

- Collect, evaluate, and sustain qualitative and quantitative data as it relates to equity, access, and peak performance to maintain an environment where all students, staff and families feel welcome, safe, valued and supported.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Identify and implement effective practices to create a welcoming and affirming classroom and building environment that contributes to positive academic, attitudinal and social outcomes for students (Social Emotional Learning and Culturally Responsive Education).</li> </ul>	Culture Surveys, Youth Risk Behavior Data, Classroom visits, goal setting meetings, Cabinet, SBPT, admin meetings	SPBT, Cabinet, Admin	Goal: All staff embed community values and expectations into daily lessons and interactions with students	Goal: Evaluate end of year behavior and attendance data through sub-groups to identify trends.
			Updated Progress:	Updated Progress
<ul style="list-style-type: none"> <li>Embed restorative practices and social emotional learning in and outside of the classroom.</li> </ul>	Meeting minutes, surveys, feedback, walkthroughs	Admin, Executive PST, Cabinet, SBPT	Goal: Develop a common structure for community circles throughout the building to foster student-to-student relationships in and outside of the classroom.	Goal: Demonstrated improvement in culture through surveys.
			Updated Progress:	Updated Progress:

**Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)**

**Goal(s):**

- Strengthen processes and communication to align instructional, grading, and culturally responsive education practices within and across buildings.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Use research-based standards-based grading practices to inform student feedback which promotes equity for all student learning.	Faculty Meetings, Supervision, Walkthroughs, Department meetings, Cabinet meetings	Admin, Contact teachers, Supervisors, Directors, ASI	Implement standards-based grading practices and Common Formative Assessments to predict midterm results	Implement grading practices and interventions that are accurate, bias resistant, and motivate students to impact sub-group student performance on end of year exams
			Updated Progress:	Updated Progress:
Explore and establish IST and PST practices which meet the needs of all students and help close gaps identified in our sub-group data. <ul style="list-style-type: none"> <li>• Align K-12 Instructional Support Team Process (IST)</li> <li>• Explore models for 10-12 IST process</li> <li>• Align K-12 Problem Solving Team Process (PST)</li> </ul>	RtI planning, IST, Transition meetings	Admin, team leaders, contact teachers	Goal: Refine current meeting structures to reflect K-12 alignment and instructional protocols across all departments	Goal: Implement aligned structures at IST and PST
			Updated Progress:	Updated Progress:
Strengthen and refine communication practices between buildings to support student transition with a specific focus on our ENL students and at-risk students. <ul style="list-style-type: none"> <li>○ Acceleration process</li> <li>○ Student transition meetings</li> <li>○ College and career student planning</li> </ul>	Admin meetings, Executive PST	Admin, counselors, mental health team	Goal: Reflect and refine current communication practices for transitions	Goal: Refine a comprehensive document that outlines timeline and tasks for transitions
			Updated Progress:	Updated Progress:



# **Department Goals and Strategies**

Goal 1 Ex: Utilize K-12 common instructional model and/or the single point rubric to create and focus/revise lessons, assessments and learning experiences.

Goal 2 Ex: Student in course will obtain \_\_\_\_% proficiency and \_\_\_\_% mastery on their final assessment/Regents as predicted through common formative and summative assessments.

Goal3: Ex: Utilize SEL and Restorative Practices strategies to build classroom community through a Tier I toolbox in a shared repository to improve student performance.

<b>Department: World Languages</b>				
<b>Goal 1:</b> Align curricula and vertical articulations to meet requirements of newly adopted New York State standards and align assessments to meet those requirements. Units will incorporate culturally responsive practices.				
<b>Goal 2:</b> Continue to integrate SEL practices in our lesson planning, to build community, create a safe, supportive classroom environment, and allow students to express themselves in both English and their target language.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Goal 1: Updated vertical articulation documents in each language which indicate NYS standards at each checkpoint; portfolio of examples of culturally responsive practices used in the World Languages classes	-Dept. Meetings, planning periods, student assessments	Department members	Goal 1: Utilize at least 2 SEL activities and feedback on at least assessments	Goal:
Goal 2: Use of feedback models and restorative practices in skill development and incorporate SEL activities in daily lesson plans when possible. This will include analysis of the K-12 instructional model	-Dept. Meetings, planning periods, student assessments	Department members	Goal 2: Develop 1 feedback model for use in an assessment; develop and implement 1 example of culturally relevant practices	
			Updated Progress:	Updated Progress:

<b>Department: Science</b>
<b>Goal 1: Utilize K-12 common instructional model, curriculum work aligned with NYSSLs, and assessment data to create and focus/revise lessons, assessments and learning experiences.</b>

**Goal 2: Utilize SEL and Restorative practices to build community and improve student wellbeing.**

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible? Goal		
<p>Goal 1: Utilize Regents assessment data to create/adjust common formative assessments, assessment data, and performance tasks, and in analysis of assessment data, disaggregate data to determine next steps and student needs.</p> <p>Goal 2: Implement at least more than 1 for 2023-24 – at least two, where appropriate, NYSSLS-aligned unit designed during collaborative curriculum development. Utilize instructional strategies outlined in these unit plans, which may include formative assessment and feedback, 3D performance tasks, and inquiry learning.</p> <p>Goal 3: Incorporate CASEL framework as we plan to use SEL and restorative practices within lesson planning. May include student reflections, community building circles, warm welcome/get-to-know-you activities.</p>	<p>During Department Meetings</p> <p>During shared planning time</p> <p>Feedback to students and student work</p>	<p>Science Teachers</p>	<p>Goal: (1)  (2)</p>	<p>Goal: (1)  (2)</p>
				<p>Updated Progress:</p>

**Department: Math**

**Goal 1:** Utilize K-12 common instructional model and assessment data to create and focus/revise lessons, assessments and learning experiences.

**Goal 2:** Utilize SEL strategies to help build a supportive classroom learning community.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>Goal 1: Place a focus on developing best practices for giving effective feedback targeting standards/subgroups identified in the Data Wise process. In addition, update lessons and assessments to reflect Next Generation Learning Standards.</p>	<ul style="list-style-type: none"> <li>During department meetings</li> </ul>	<p>Math Teachers</p>	<p>Goal 1: Teachers/department will use CFA and other data to assess effectiveness of feedback and interventions</p>	<p>Goal1: Teachers/department will show evidence of growth for targeted standards/subgroups.</p>

Goal 2: Use SEL strategies within lessons to help students make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>• During common planning time (if possible)</li> <li>• CFA and other assessment data.</li> </ul>		to support targeted growth areas.	Goal 2: Teachers/department will show evidence in a lesson of the SEL strategy identified and how it has impacted learning.
			Goal 2: Teachers/departments will identify a SEL strategy that could be used in their lessons.	Updated Progress:

<b>Department: Social Studies</b>				
<p><b>Goal 1:</b> Build in opportunities for students to independently grapple with complex and unfamiliar text (cartoons, charts, graphs, maps etc.) Provide opportunity to internalize key dates of history and historical thinking skills (Instructional Model: Step 3 Independent student application and meaning making of learning).</p> <p><b>Goal 2:</b> Building systems of both targeted and differentiated feedback and revision (tied to standards, CFA's/summative assessments) that help students reinvest in their learning experiences and extend their skills and competency. (Instructional Model Step 2 student centered learning experiences).</p>				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<p>Coach and Prepare Students for Learning with self-regulation warm/ups and warm welcomes. Modeling responsible use of technology, embedding restorative practices to include celebration of student achievement, models of success, active listening skills</p> <p>Executive Functioning tips, ie. being on time with materials ready before the bell rings, checklists, student centered goal reflections. Clear expectations and deadlines.</p>	<p>Team and Department meetings.</p> <p>IST/PST Process as needed</p>	<p>Social Studies Teachers</p>	<p>Goal: Students maintain executive functions and habits that lead to high achievement.</p> <p>Strong culture and climate for learning that builds empathy and compassion for multiple perspectives.</p>	<p>Goal: student sense of ownership and agency with completion of at least 3 complex writing tasks at or above standard.</p> <p>90% mastery on final assessments.</p>

Inquiry based, gradual release learning activities. Use of seminars circles, student choice in performing mastery. Multiple opportunities for self-reflection, goal setting.	3-5 week data dashboard review or Panorama reports		Updated Progress: Survey and ongoing post observation conversations	Updated Progress: Midterm exam data analysis
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<b>Department: English</b>				
<p><b>Goal 1:</b> Build in opportunities for students to independently grapple with complex and unfamiliar text (text structure, visuals). Provide opportunity to internalize important movements in literature, locally and around the globe, and to apply critical thinking skills (Instructional Model: Step 3 Independent student application and meaning making of learning).</p> <p><b>Goal 2:</b> Building systems of both targeted and differentiated feedback and revision (tied to standards, CFA’s/summative assessments) that help students reinvest in their learning experiences and extend their skills and competency. Instructional Model step 2 student centered learning experiences)</p>				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<p>Coach and Prepare Students for Learning with self-regulation warm/ups and warm welcomes. Modeling responsible use of technology, embedding restorative practices to include celebration of student achievement, models of success, active listening skills</p> <p>Executive Functioning tips, ie. being on time with materials ready before the bell rings, checklists, student centered goal reflections. Clear expectations and deadlines.</p> <p>Inquiry based, gradual release learning activities. Use of seminars circles, student choice in performing mastery. Multiple opportunities for self-reflection, goal setting.</p>	<p>Team and Department meetings.</p> <p>IST/PST Process as needed</p> <p>3-5 week data dashboard review or Panorama reports</p>	<p>English Teachers</p>	<p>Goal: Build in opportunities for students to independently grapple with complex and unfamiliar text (text structure, visuals). Provide opportunity to internalize important movements in literature, locally and around the globe, and to apply critical thinking skills (Instructional Model: Step 3 Independent student application and meaning making of learning).</p>	<p>Goal: Building systems of both targeted and differentiated feedback and revision (tied to standards, CFA’s/summative assessments) that help students reinvest in their learning experiences and extend their skills and competency. Instructional Model step 2 student centered learning experiences)</p>

			Updated Progress:	Updated Progress:
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**Department: Technology**

**Goal 1:** Utilize the district curriculum writing process to revise intro level tech courses to better vertically align to upper-level tech courses and prepare students for access to those courses.

**Goal 2:** Develop criteria to be used as part of an authentic assessment system across the tech program.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Utilize release and/or dept. meeting time to review existing curriculum for DDP course  Develop at least one new unit for DDP that incorporates pre-requisite skills for upper-level courses  Use dept meeting time to develop common criteria that can be applied across tech courses  Examine enrollment data across tech courses and consider implications for recruitment.	Dept meetings	Tech teachers and Dir of STEAM	Goal: Revised DDP Scope and sequence	Goal: At least one revised unit for DDP written
			Updated Progress:	Updated Progress:

**Department: Business**

**Goal 1:** With the District’s strategic plan of ensuring our students are College & Career ready, the Business Department will unpack the data and resources provided by the NYS Dept of Labor and enrich our classes accordingly.

**Goal 2:** With 33% of the high school counseling staff being new to the district, the Business Department will work with the new hires to ensure a comprehensive understanding of the department’s CTE NYS Dept of Ed seal, DECA, MCC Dual Credit, etc

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		

<ul style="list-style-type: none"> <li>• During department meetings review data, resources from DOL and identify where it may fit in the curriculum to enrich it</li> <li>• Connect with NYS DOL to enhance the relationship with our students and labor for those students not going to college</li> <li>• One-on-one meetings with new counselors. Invite into classes to see first-hand how the courses apply to the students in their caseload.</li> <li>• Invite to DECA Regionals on Dec 14<sup>th</sup> for 30 minutes. A small sampling shows the magnitude of the program.</li> </ul>	Dept meeting minutes	L. DiCesare, J. Lent, L. Bucciarelli	<p>Goal: Unpack the data and resources provided by the NYS Dept of Labor and enrich our classes accordingly. <b>Schedule a Virtual reality career explorations experience w/ DOL and expose as many students as possible to it.</b></p>	<p>Goal: With 33% of the high school counseling staff being new to the district, the Business Department will work with the new hires to ensure a comprehensive understanding of the department's CTE NYS Dept of Ed seal, DECA, MCC Dual Credit, etc. <b>Plan one-on-one time with each counselor and provide handouts and info and invites to events to increase awareness of program to better inform their recommendations to their assigned students</b></p>
	Zoom meetings/in-person visits	L. DiCesare, J. Lent, L. Bucciarelli		
	Personal visits to office	L. DiCesare, J. Lent, L. Bucciarelli		
	In attendance at RIT	L. DiCesare, J. Lent, L. Bucciarelli		
			Updated Progress:	Updated Progress:

Department: Music			
<p><b>Goal 1:</b> Utilize the district instructional model to promote the student-centered learning experience as it leads to independent student application, strengthening skill and performance levels to engage the learner and promote retention in our program. (My only thought is pushing the student centered to independence piece)</p> <p><b>Goal 2:</b> Further create and maintain an environment where all students, staff and families feel welcome, safe, valued, and supported while educating the students as to their value at all levels as individuals within the ensemble.</p>			
<b>Action Plan</b>	<b>Plan to Assess</b>		

<i>Include targeted instructional practice to examine</i>	<b>How will it be monitored?</b>	<b>Who is responsible?</b>	<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
<p>Goal 1: Use the K-12 Instructional model to inform all stages of the planning process.</p> <p>Goal 2: Classroom culture works to define student roles in the ensemble, giving students agency over the impact they have on the ensemble as a whole. Preparation, attitude, attendance and sense of pride for the work they are producing.</p>	<p>Goal 1: Through daily rehearsal, classroom observations, and Concerts.</p> <p>Goal 2: Performances, reflections after concert, formative assessments in class</p>	<p>All Staff</p> <p>All Staff</p>	<p>Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work and independent application</p> <p>Updated Progress:</p>	<p>Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work and independent application</p> <p>Updated Progress:</p>

**Department: Art**

**Goal 1: Instruction and Curriculum: Use the K-12 instructional model to strengthen lessons and units to increase student centered instruction, assessments, feedback, and closure.**

**Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical through visual storytelling and context cues as students infer meanings in and through works of art.**

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>1: Use instructional model and critique process to support students to access prior learning through formative assessments, frequent feedback, and closure activities as checks for understanding.</li> <li>2. SEL practices to support learning and wellbeing through culturally responsive practices and supports.</li> </ul>	<p>-lesson planning, supervision, CFA's and student growth and agency</p> <p>-student data: attendance, engagement, rigor, exit surveys.</p>	<p>All staff</p>	<p>Goal: Increase opportunities for warm welcomes, closure, formative assessments, differentiation, and individual feedback to support all learners to increase student engagement.</p> <p>Updated Progress: Use student work process data to monitor growth and</p>	<p>Goal: Clearer expectations and more targeted student centered learning to support all stakeholders.</p> <p>Updated Progress: Increased student engagement,</p>



			look for areas of student/teacher strengths and areas of need.	autonomy and independence.
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**Department: Physical Education/Health**

**Goal 1: Expose students to a variety of lifetime opportunities in the community specific to, but not exclusive to, physical fitness well-being, college, and career ready.**  
**Goal 2: Proactively build and strengthen relationships to create a sense of community for all students. Students will be given opportunities to develop self- and relationship management skills in a safe and engaging environment.**

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<b>Goal 1: Use the West Irondequoit Instructional Priority Blueprint</b>  <b>Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical.</b>	: Lesson planning and supervision process  : Student data: attendance, engagement	Health/PE Staff	Goal: Goal 1: Teachers will identify a component to strengthen in their daily practice.  Goal 2: Teachers will identify a SEL strategy that could be used in their lessons.	Goal: Have students interested in a career related to Physical Education  Goal: Connect student to local career opportunities; lifeguarding
			Updated Progress:  Use student data to monitor growth and look for areas of teacher strengths and areas of need.	Updated Progress:  Use student data to monitor growth and look for areas of teacher strengths and areas of need.

**Department: Special Education**

**Goal 1: Special Education Department will proactively build and strengthen relationships to create a sense of community for all students. Students will be provided with opportunities to develop self and relationship management skills in a safe and engaging environment.**

**Goal 2: Strengthen my instructional planning, lesson delivery, and response to students' strengths and areas of growth by using the instructional model and data review processes and collaborate with General Education teachers to support rigorous instruction connected to analysis of desegregated assessment data, essential learning standards and skills, providing multiple differentiated pathways for achievement and student success with 4-year graduation goal**

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<b>Goal 1:</b> <ul style="list-style-type: none"> <li>• Continue to integrate SEL practices in collaboration with general education teachers and in the self-contained setting, in order to build community and create a safe supportive environment in order to best express themselves</li> </ul> <b>Goal 2:</b> <ul style="list-style-type: none"> <li>• Utilizing the instructional model in co-planning/planning and datawise process to identify student needs</li> <li>• Use CFA data to determine appropriate scaffolding and differentiation needed to meet students' learning needs</li> </ul>	Monitored quarterly; Classroom observations, Collaboration between department members, Documented progress monitoring	Special Education Department Teachers  Special Education Contact Teacher	Goal 1: Create strong culture and climate for learning that builds empathy using integrated SEL practices  Goal 2: Will record how the instructional model was used and Datawise process in lesson planning, and noting the strategies use from CFA data for supporting students	Goal:
				Updated Progress:

**Department: ENL**

**Goal 1: Instructional: Collaborate with co-teachers to create lesson plans that incorporate WICSD Instructional Model/ENL best practices (activating prior knowledge, differentiating materials, group work) that positively impact learning for all students.**

**Goal 2: SEL/CRE: Increase communication with ENL families in order to strengthen family and community involvement/relationships.**

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		

-Meet/touch base weekly with co-teachers -Email, message (Remind), call, and write (newsletter) to family members of all ENL students 1-2 times a year	Goal 1: observations Goal 2: Check-ins with admin, counselors	ENL Teachers Content Teachers	<b>Goal:</b> Meet with ENL families during Thanksgiving celebration on 11/20; Mid-year conference with counselor/admin team regarding student progress and share progress with home/parents/guardians	<b>Goal:</b> End-of-year conference with counselor/admin team regarding student progress and next steps/summer; share celebrations with ENL families (including graduation)
			Updated Progress:	Updated Progress:

<b>Department: Counseling/Social Work/ Psych</b>				
<b>Goal 1: Improve communication to students and families to support transition practices, and create equity in information distribution to families.</b>				
<b>Goal 2: Familiarize staff with Panorama programming; utilize for data driven cohort support and to assess SEL needs for lesson planning.</b>				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Goal 1: Improve cross building transition communication and supports. Utilize online newsletter to provide information from counseling and social work lens. Goal 2: Utilize Panorama program on a weekly basis to gain knowledge and comfort level with accessing program and using data to impact student support and SEL lesson content.	Goal 1: Staff will be familiar with student needs. Students and families will know where to access information. Goal 2: Student information will be used at Cohort, IST/PST meetings, SEL lessons will be	Counselors, social workers, school psych, substance use prevention counselor	Goal 1: Have transition meetings scheduled and minimum two editions of the newsletter released to students and families Goal 2: Utilize Panorama 3-4 times monthly when preparing for (and during) Cohort meetings.	Goal:
			Updated Progress:	Updated Progress:

	created and adjusted per Panorama survey needs.			
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**Department: Speech, OT, PT, Audiology**

**Goal 1:**

**Goal 2:**

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
			Goal:	Goal:
			Updated Progress:	Updated Progress: