

School Name: Campbell High School
Date: July 25, 2025

GOAL #1 Literacy	The percentage of 9 th grade students scoring proficient and distinguished (levels 3 and 4) on the iReady Assessment will increase by 3% as measured by the iReady Assessments given at beginning of school year and end of school year.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
The school will implement a schoolwide vocabulary plan that will provide more intentional vocabulary support of all students. Each department will roll out their plan which will be monitored by our data team and administrative team.	9/2/25	Performance Target: Increased vocabulary understanding
		Implementation (<i>include person responsible</i>): Core Subject Administrators will check Lesson plans and CCC Team minutes that explain the specific vocabulary strategies being used by all contents.
		Artifacts: CCC Unit Plans and CCC meeting minutes will show Vocabulary implementation strategies.
		Progress Monitoring: Grades for vocabulary assessments in core content areas.

We will target our struggling readers with a combined 9 th Lit and support class that will go yearlong and use the iReady support modules.	8/18/25	Performance Target: Increased vocabulary understanding
		Implementation (<i>include person responsible</i>): Three selected 9th lit teachers who will work with targeted students using the modules from iReady starting 8/18/25.
		Artifacts: Lesson plans, reports from iReady
		Progress Monitoring: Teachers will utilize the reports on iReady to monitor the progress of the students.

GOAL #2 Math	The percentage of Algebra I students scoring proficient and higher (levels 3 and 4) will increase by 3% as measured by the final 2025-2026 Algebra I EOC, going from 35.3% to 38.3%
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
<p>Teachers will incorporate weekly representations of Numerical, Algebraic, Graphical/Tabular, Sentences (Verbal) or what we call NAGS – to assist the retention and understanding of these concepts, as these were some of the lowest domain scores coming out of 8th grade.</p> <p>Teachers will incorporate math literacy tasks throughout the semester – to assist the understanding, articulation, and application of mathematical concepts in Algebra.</p>	8/18/25	<p>Performance Target: Increase students' understanding of Patterning & Algebraic Reasoning: Exponential Expressions & Equations and Geometric & Spatial Reasoning: Pythagorean Theorem and Volume, which was the lowest domain score of 8th graders.</p> <p>Implementation (include person responsible): CCC Algebra/FOA Facilitator and Math Admin will ensure that the CCC incorporates collaborative math literacy tasks and the NAGS into their weekly lesson plans.</p> <p>Artifacts: Weekly lesson plans and class walk-through forms.</p> <p>Progress Monitoring: Teachers will do skills checks, quizzes, and math literacy tasks to gauge student understanding and progress</p>
		<p>Performance Target:</p> <p>Implementation (include person responsible):</p>

		Artifacts:
		Progress Monitoring:

GOAL #3 School Selected	
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
		Performance Target:
		Implementation (<i>include person responsible</i>):

		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation <i>(include person responsible):</i>
		Artifacts:
		Progress Monitoring:

Final Notes
Principal Signature

Assistant Superintendent