

For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.

School Name:

Hillgrove High School

Monitoring Date:

August 16, 2024, September 4, 2024, and then every 6 weeks.

GOAL #1
Literacy

Increase literacy skills in key ideas and details in informational text using schoolwide reading strategies as measured by 1% growth per 6 weeks in proficiency levels on teacher-created common formative assessments (Reading Informational Text Assessments - R.I.T.A.).

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 monitor the outcome?

#1 Action Step for Literacy
To increase literacy skills in all content areas.

8/16/24

Performance Target

To increase literacy achievement by 1% each 6-week interval, through the use of literacy strategies.

Implementation *(include person responsible):*

Within the first 10 days of school:

- Staff will be trained by the literacy team on strategies to teach reading/vocabulary and provided guidance on how the CFAs should be developed.

Every 6 weeks the following will occur:

- All teachers will implement school-wide reading and vocabulary strategies as measured by the CFAs (Common Formative Assessments) known as R.I.T.A.s (Reading Informational Texts Assessments).
- Administration will ensure that assessments are completed.
- Literacy team will provide professional development/support on reading and vocabulary strategies to staff; collect, organize, and analyze data to share with staff.

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| | | <p>Artifacts:</p> <ul style="list-style-type: none"> • Reading Informational Texts Assessments with feedback/scores. • CCC generated lists of names of students who did not pass the R.I.T.A. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • At the beginning of the 6-week interval, the assessment (R.I.T.A.) will be administered to allow time for intervention to take place within each interval. • Every 6 weeks the admin team will ensure that the R.I.T.A. is implemented through classroom observations and assessment reviews. • The literacy team will analyze and share data with the staff every 6 weeks. |
| <p>#2 Action Plan for Literacy Students who score below 70% on CFA- R.I.T.A. will receive intervention in the Hawk Hour block.</p> | <p>9/4/24</p> | <p>Performance Target Students who score below 70% on the R.I.T.A. will attend the Literacy Intervention Hawk Hour block.</p> <p>Implementation <i>(include person responsible):</i></p> <p>Every 6 weeks the following will occur:</p> <ul style="list-style-type: none"> • Literacy team members will provide a structured intervention (Literacy Intervention Hawk Hour block), to address the students below target as monitored through weekly intervention blocks. • All teachers will identify students below target level and CCC leads will submit student names to the administration for Literacy Hawk Hour. • Administration will ensure that the students are signed up for the Literacy Hawk Hour block. • Literacy team will provide professional development/support on vocabulary/reading strategies to staff; collect, organize, and analyze data to share with staff. <p>Artifact</p> <ul style="list-style-type: none"> • Professional Learning Schedule. • Hawk Hour attendance and intervention/instruction. • Reading Informational Text Assessment. • CCC generated lists of names of students needing intervention. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks, administrators and department chairs will visit Literacy Hawk Hour blocks to observe intervention and reteaching of strategies. • Weekly, teachers will discuss literacy progress in CCC meetings. |

- Every 6 weeks, the administration and/or department chairs will collaborate with the literacy team on the quality of the Literacy Intervention block.

GOAL #2
Math

Increase math literacy skills (problem-solving, reasoning, analyzing information, and vocabulary acquisition) as measured by 1% growth per unit in proficiency levels on teacher-created common formative assessments (Vocabulary in Math Assessments - V.I.M.A.).

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?

#1 Action step for Math
To increase vocabulary skills through CFA – V.I.M.A. and create a common language in math.

Per Math Unit

Performance Target:

To increase vocabulary/common language by 1% at each 6-week interval, using vocabulary/reading strategies on the V.I.M.A. (Vocabulary In Math Assessment).

Implementation *(include person responsible):*

Every 6 weeks, the following will occur:

- All Math teachers will implement school-wide vocabulary strategies in each unit as measured by CFAs (Common Formative Assessments) known as V.I.M.As (Vocabulary In Math Assessments).
- Teachers will ensure that assessments are completed per unit.
- Administration will ensure that assessments are created and implemented.
- Literacy team will provide professional development/support on vocabulary/reading strategies to staff; collect, organize, and analyze data to share with staff.

Artifacts:

- Vocabulary in Math Assessments with feedback/Scores.
- Gradebook evidence.
- CCC minutes showing evidence of vocabulary strategies and data analysis.

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| | <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Every 6 weeks the admin team will ensure that the V.I.M.A. is implemented through classroom observations and assessment reviews. • The literacy team will analyze and share data with the staff every 6 weeks. • Every 6 weeks, the administration and/or department chairs will collaborate with the literacy team on the quality of the strategies and effectiveness of implementation. |
| <p>#2 Action step for Math Math teachers will provide vocabulary reteaching and review through warmups.</p> | <p>Performance Target: Math teachers will provide weekly vocabulary warmups as measured by bi-weekly walkthroughs.</p> <hr/> <p>Implementation <i>(include person responsible):</i></p> <ul style="list-style-type: none"> • All math teachers will implement vocabulary-driven warmups each week. • All math teachers will focus on the vocabulary that students struggle with based on assessment analysis. <hr/> <p>Artifacts:</p> <ul style="list-style-type: none"> • Vocabulary in Math Assessments with feedback/Scores. • Warmups as evidenced by walkthroughs. • CCC minutes show evidence of warm-up implementations. <hr/> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Each unit, math teachers will incorporate vocabulary warmups to address deficiencies and enrich skills in vocabulary to all their classes. • Every 2 weeks, administrators will walkthrough to observe warmups and assessments. • Every week, teachers will discuss vocabulary and vocabulary assessment progress in CCC meetings. |

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

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| | Artifacts: |
| | Progress Monitoring: |

Final Notes

The CFAs have been given names the staff can be familiar with, such as R.I.T.A. for Reading Informational Text Assessment and V.I.M.A. for Vocabulary In Math Assessment. These are also the areas of focus (goals) for the SSP – Key Ideas and Details in Informational Texts and Vocabulary.

Principal Signature**Assistant Superintendent**