



School: Harrison High School

Principal: Ashlynn Campbell

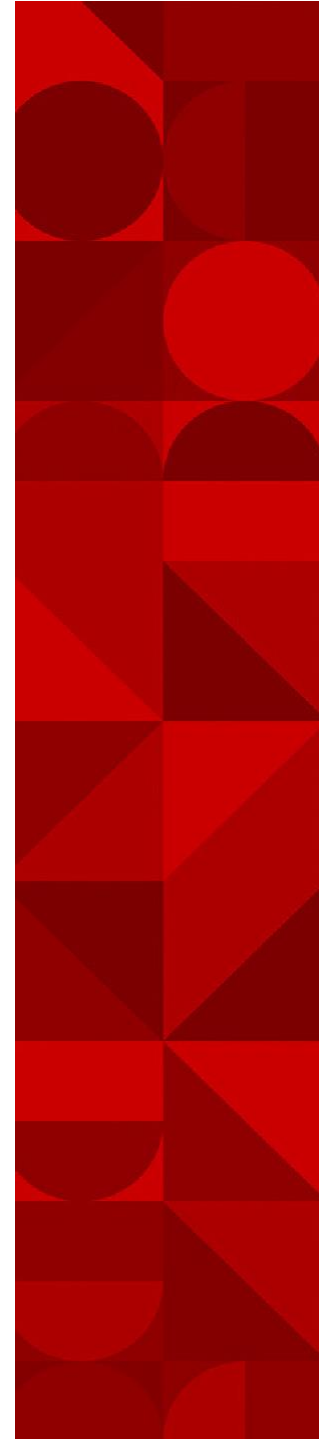
School Year: 2023-2024

## Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected - Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



## Goal #1: Literacy

**Superintendent's Priority: Use data to make decisions.**

### Literacy Initiative (Goal):

- Increase the percentage of 10th grade students meeting the college and career readiness on the ELW portion of the PSAT by 1% (from 77% to 78%).  
[The PSAT/NMSQT Writing and Language Test - SAT Suite \(collegeboard.org\)](https://collegeboard.org)

### Critical Action: (What actions are necessary and by when?)

August:

- August 4 Extended Advisement – Advisement lessons will be conducted in which all 9<sup>th</sup> and 10<sup>th</sup> grade students link PSAT score reports to Khan Academy. Eleventh and 12<sup>th</sup> grade students will complete SAT practice through Khan Academy. Assignment will be provided to teachers by the PSAT Data Team.
- PSAT Data Team will identify 9th grade students (PSAT 8/9) and 10th grade students (NMSQT) performing below the established baseline and share list with teachers, counselors, and admin.
- PSAT Data Team will train on redesigned score reports - commonly missed questions as well as curriculum strengths and weaknesses.
  - Evidence Based Reading and Writing: 77% overall met/exceeded benchmark
  - Reading: 42% met/exceeded benchmark
  - Writing and Language: 41% met/exceeded benchmark
  - Command of Evidence: 37% met/exceeded benchmark
  - Words in Context: 46% met/exceeded benchmark
  - Expression of Ideas: 39% met/exceeded benchmark
  - Standard English Conventions: 29% met/exceeded benchmark
  - Analysis in Science: No data
  - Analysis in History/Social Studies: No data
- Admin and PSAT Data Team will meet with department leaders to share information gained from training and to discuss plan for the afternoon of August 21.
- August 21 (Asynchronous Learning Day) departmental/CCC planning on SSP/curriculum integration - Each department/CCC will design and develop an integration plan that will provide support for student growth. Integration plan will include targeted intervention for students identified as performing below the established baseline. Each CCC will decide how the integration plan will be implemented throughout the 2023-2024 school year.
- Counselors will continue distributing monthly grade level newsletters that include PSAT test prep tips, testing strategies, and links to free practice test sessions.

## Goal #1: Literacy

September:

- Teachers will begin PSAT integration plan. CCC's will note integration plan activities/lessons in each Unit Plan and add to Hoya Digital Backpack.

October:

- October 11 – PSAT fall of 2023 test administration - CCSD pays for all 10<sup>th</sup> graders. Instructional money utilized to pay for all 9<sup>th</sup> graders. Eleventh graders pay to test.

December:

- PSAT score reports returned. Determine what resources/training is needed for PSAT Data Team meeting in January.

January:

- Training/review with PSAT Data Team to debrief score reports. Additional resources/expertise may be needed based on the redesign of PSAT/score reports.
- PSAT Data Team will identify 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students who performed below the established baseline and compile a master list to share with teachers, counselors, and admin.
- PSAT Parent Night hosted by our Counseling Department and Applerouth

February:

- Utilize 20-day money, Hoya Block, tutorials, individual classes to implement a personalized learning plan for individual students. Give opportunities for students to attend tutorials in the Hoya Writing Center and Math Lab.

March:

- March 4 (Asynchronous Learning Day) Progress monitoring/adjustments of departmental plans to integrate PSAT/curriculum weaknesses

Summer:

- Summer Strategic Planning (Professional Learning Money)
- Identify changes to preparedness (training)
- Deeper dive into curriculum gaps
- Develop integration plan for 2024-2025 school year

### Evidence: (How do we monitor progress?)

August – May:

- Teachers/CCCs will build progress monitoring measures into their integration plan. Administrators will continue to review CCC notes and Unit Plans in the Hoya Digital Backpack to ensure monitoring measures are in place.
- Monthly timeline for accountability purposes
- Monitor CCC notes
- Khan Academy
- Department created integration plans
- PSAT results in December
- Monitor 20- day money/tutorials attendance
- Grade reports/unit tests from identified students
- Participation rate with 9<sup>th</sup>-11<sup>th</sup> grade students
- PSAT Data Team will create a list of identified students. List and student data profile spreadsheet is submitted to teachers, counselors, and admin.

## Goal #1: Literacy

### Outcomes: (How do we measure success?)

January:

- PSAT Data Team and SSP committee will analyze PSAT score reports (December) and success will be measured by comparing scores to our goal.
- PSAT Data Team (able to identify weaknesses, and students)
- Targeted Interventions for specific students

### Reflection: (What do we do if goal is met or not met?)

January and May:

- The PSAT Data Team and the SSP committee will meet in January and May to analyze scores, compare to our goal, and adjust plan as needed. The PSAT Data Team and SSP committee will review commonly missed questions and work with CCCs to develop lessons which incorporate test-taking strategies targeted to improve performance on these types of questions. They will then integrate similar questions into class assessments. The PSAT Data Team will share compiled list of identified students with teachers, counselor, and admin for use the following year. Teachers will use compiled list, along with provided student data profiles to differentiate instruction and test prep activities.

## Goal #2: Math

**Superintendent's Priority:** Use data to make decisions.

### Math Initiative (Goal):

- Increase the percentage of 10th grade students meeting the college and career readiness on the math portion of the PSAT by 1% (from 51% to 52%).  
[The PSAT/NMSQT Math Test - SAT Suite | College Board](#)

### Critical Action: (What actions are necessary and by when?)

#### August:

- August 4 Extended Advisement – Advisement lessons will be conducted in which all 9<sup>th</sup> and 10<sup>th</sup> grade students link PSAT score reports to Khan Academy. Eleventh and 12<sup>th</sup> grade students will complete SAT practice through Khan Academy. Assignment will be provided to teachers by the PSAT Data Team.
- PSAT Data Team will identify 9th grade students (PSAT 8/9) and 10th grade students (NMSQT) performing below the established baseline and share list with teachers and admin.
- PSAT Data Team will train on redesigned score reports - commonly missed questions as well as curriculum strengths and weaknesses.
  - Heart of Algebra: 11% met/exceeded benchmark
  - Problem Solving and Data Analysis: 16% met/exceeded benchmark
  - Passport to Advanced Math: 10% met/exceeded benchmark
- Admin and PSAT Data Team will meet with department leaders to share information gained from training and to discuss plan for the afternoon of August 21.
- August 21 (Asynchronous Learning Day) departmental/CCC planning on SSP/curriculum integration - Each department/CCC will design and develop an integration plan that will provide support for student growth. Integration plan will include targeted intervention for students identified as performing below the established baseline. Each CCC will decide how the integration plan will be implemented throughout the 2023-2024 school year.
- Counselors will continue distributing monthly grade level newsletters that include PSAT test prep tips, testing strategies, and links to free practice test sessions.

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#### October:

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#### December:

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## Goal #2: Math

### January:

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- PSAT Data Team will identify 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students who performed below the established baseline and share list with teachers and admin.
- PSAT Parent Night hosted by our Counseling Department and Applerouth

### February:

- Utilize 20-day money, Hoya Block, tutorials, individual classes to implement a personalized learning plan for individual students. Give opportunities for students to attend tutorials in the Hoya Writing Center and Math Lab.

### March:

- March 4 (Asynchronous Learning Day) Progress monitoring/adjustments of departmental plans to integrate PSAT/curriculum weaknesses

### Summer:

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## Goal #2: Math

### Outcomes: (How do we measure success?)

January:

- PSAT Data Team and SSP committee will analyze PSAT score reports (December) and success will be measured by comparing scores to our goal.
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## Goal #3: School Selected

Superintendent's Priority: Use data to make decisions.

### School Selected Initiative (Goal):

- Decrease the percent of Beginning Learners and Developing Learners by 3% in each EOC content area.
- Specifically target students who have been identified as potential beginning and developing learners (2023-24 SY):

Course	Baseline for Goal: 22-23 % of 1s & 2s	SSP Goal for 2024: Decrease by 3%
ALGEBRA	38.8%	35.8%
AMERICAN LIT	28.0%	25.0%
BIOLOGY	23.4%	20.4%
U.S. HISTORY	31.0%	28.0%

### Critical Action: (What actions are necessary and by when?)

August and January:

Teachers of EOC courses will create an integration plan that includes:

- CCC focused discussions using the Unit Plan template
- 9th and 11th grade students take RI/MI Universal Screening and/or diagnostic test– Use scores as a guideline to identify Beginning/Developmental Learners according to EOC scoring guidelines [EOC Scoring Guidelines](#) – Lexile/diagnostic scores can provide an estimated EOC performance level
- Analyze data to identify areas of weakness based on EOC domain for individual students
- Targeted intervention based on RI/MI Universal Screening and/or diagnostic scores
- Assignment to Hoya Block intervention block and EOC Bootcamp as needed to target deficiencies
- Use of diagnostic test two weeks prior to EOC administration
- EOC review “Bootcamps” two weeks prior to EOC assessment
- Use of Interim assessments
- Use of IXL (English & Math) and Progress Learning (Social Studies)
- Use of Hoya Writing Center and Math Lab for afterschool enrichment
- Assignments that are specific to EOC tasks (stimulus-based questions)
- Teachers will review previous year’s reflection forms and use to adjust instruction
- Utilize 20 Day money, Academic Enrichment and Support Time, parent phone calls, targeted tutorials, individual classes to implement a personalized learning plan for individual students, IXL



## Goal #3: School Selected

September and February:

- Place targeted students in Hoya Block based on identified need
- Use 6-week grade reports and assessment data to identify at risk students, conference with students, and contact parents to provide specific feedback pertaining to progress.

October and March:

- On Asynchronous learning days (October 16<sup>th</sup> and March 4<sup>th</sup>) CCCs will use 6-week grade reports and assessment data to identify at risk students, conference with students, and contact parents to provide specific feedback pertaining to progress.
- Continue monitoring student progress for identification of EOC domain weaknesses and place them in Hoya Block classes
- Group meetings of mid-semester progress, data analysis and reflection to make any needed adjustments for 2<sup>nd</sup> half of semester

November and April:

- EOC students take diagnostic test approximately two weeks prior to EOC administration and scores will be converted to EOC scores ([EOC Scoring Guidelines](#))
- Diagnostic scores provide an estimated standard score on EOC
- Diagnostic scores analyzed, personalized learning plan for individual students, and students assigned to targeted Bootcamps
- EOC Bootcamps instruction begins (based on domain) before school, after school and during Hoya Block for borderline students (1s to 2s; 2s to 3s)

December and May:

- Compile and analyze EOC scores (individual teachers and department)
- Debrief with departments to celebrate accomplishments and identify areas of growth
- Teachers complete reflection sheets that includes intense analysis of grades, EOC scores and instruction

### **Evidence: (How do we monitor progress?)**

August – May:

- Teachers/CCCs will build progress monitoring measures into their integration plan. Administrators will continue to review CCC notes and Unit Plans in the Hoya Digital Backpack to ensure monitoring measures are in place.
- 6-week grade reports
- Unit Test/Quiz Data
- RI/MI/Diagnostic test scores
- Intervention attendance
- Conferences with teachers
- Individualized progress meetings with students

### **Goal #3: School Selected**

#### **Outcomes: (How do we measure success?)**

January and May:

- SSP committee will analyze EOC score reports and success will be measured by comparing scores to our goal.
- Unit Test/Quiz Data
- Progress monitoring student engagement during interventions
- CCRPI (Closing the Gap, no red flags in any subgroup of students)

#### **Reflection: (What do we do if goal is met or not met?)**

December and May:

- Teachers will complete EOC Reflection exercises at the end of each semester.
- Teachers will discuss their EOC reflection within their CCC at the end of each semester.
- SSP committee will meet in January and May to analyze scores, compare to our goal, and adjust plan as needed.
- SSP committee will reflect on goal and adjust for 2024-2025 school year