



# School Level Improvement Plan

When developing the 2022-2023 SLIP, HSSD Schools used measured accountability areas to develop goals that will promote the three focuses in our district: **Capturing Kids Hearts, Professional Learning Communities and High Reliability Schools**. The ESSA School Index Areas of Weighted Achievement, Value-Added Growth, SQSS, & Graduation Rate (if applicable), were also considered in developing plans that are strengthened with embedded professional development, adequate timelines and measurable goals. *Please address the needs of your campus through all lens; i.e. students with disabilities, ESOL, 504, etc.*

[HSSD Professional Development Plan](#)

[HSSD Literacy Plan](#)

[DESE Rules for SLIP](#)

[Act 1082 Guidance](#)

**Guiding Theme: It is with passion, courage of conviction, and strong sense of self that we take our next steps into the world. -Elle Woods**

**Overarching Goal: Implement community-building engagement strategies in classrooms by varying groupings and activities. (Rationale: supports classroom management, improves tier 1 instruction, and supports CKH)**

## Focus Area 1: Literacy- Improve students' abilities to communicate with the world around them.

Goal (s)	Action Step(s) including core curriculum used and steps to support student learning outcomes	Planned Professional Development and Support	Targeted Timeline	Evaluation of systems to reach goals	Measurable Data Collected	Person Responsible
<a href="#">Increase ELA Scores on ACT Aspire English by 13% by moving 20/22 INS students to Close, 16/21 Close students to Ready, and 4/9 Ready students to exceeding and by moving 18/24 INS students to Close, 12/17 Close students to Ready, and 2/3 Ready students to Exceeding</a>	1. Identify students who are 1-2 points away from the 10th grade goal scores for each range; 2. enroll the 44 students who are 1-2 points away from the next range into academic reading classes; 3. have personal coaching conversations with identified students to encourage, support, and mentor them through their progress; 4. Identify the topics that students need to grow in (as identified by Aspire proficiency by skill); 5. Place students into Trojan Time groups with English teacher, when we are able to do so that time on Math priority days can be used to build skills when not called to attend Math Priority Day; 6. Monitor students assessments and skill development	examine the topics measured on the ACT aspire English and Reading assessments AND research the skills that fall under those topics; student grouping and skill development	Spring 2023 Assessment, but at least quarterly review/ reflection of learning	observation, teacher and student reflections, Trojan Time groups and planning (teacher efficacy)	Track CFA and NWEA fall and winter to predict 2023 Summative Aspire Scores	D. Hodges, P. Sadler, A. Leshner, A. Jackson
Implement Tier 3 remedial reading classes to support students who scored INS or Close on their 9th grade ACT Aspire Assessment	1. Instructional team will identify students who need/ should be enrolled in the reading course; 2. the reading teacher will screen students in the course to gain an understanding of the needs of students; 3. the reading teacher, along with each student enrolled in the reading course, will create goals that they will monitor, reflect upon, and celebrate when achieved	screener PD	Spring 2023 Assessment, but at least quarterly review/ reflection of learning	observation, teacher and student reflections, assessment/ screener results	screeners, Aspire data, NWEA	Mrs Saddler, Instructional team and Mrs. Jackson
Implement English Priority Days on Thursdays that allow ELA teachers to request students who need Tier 2 interventions in a skill they are struggling with in class (real time- CFA/ data-driven)	1. Communicate what Priority Days are and how they will work; 2. Create processes/ systems that work for our school, modifying when necessary; 3. Ensure that CFA's are being given and that questions are tied to individual skills; 4. Assist teachers in keeping accurate data in an efficient way; celebrate student successes; 5. Celebrate teacher successes	"Training" community on what Priority Days are and how they will work; assessment creation- focus on validity; data conversations and review	Classroom CFA data and re-assessment data; teacher and student reflection	CFA and retest data	Improved mastery of skills as represented by grades, achievement data, student reports of learning	ELA Team
<a href="#">Increase Scores on ACT Aspire Science by 13% by moving 33/43 INS students to Close, 6/10 Close students to Ready, and 2/4 Ready students to exceeding.</a>	Science teachers will focus on graph-reading in class; the 57 students in the document will be placed in Trojan Time with science teachers when possible, so that they are able to work on science/ graph-reading skills on Math/ English priority days when they are not called to attend	Reading graphs/ how to teach students how to read graphs	Spring 2023 Assessment, but at least quarterly review/ reflection of learning	CFA and retest data; Aspire summative	Professional Development on reading and teaching the reading of graphs to whole staff (delivered by science team); observations, assessment results	Science Team, Instructional facilitators

## Focus Area 2: Mathematics- Improve students' understandings of mathematics and their ability to engage with related concepts they will encounter in adult life.

Goal (s)	Action Step(s) including core curriculum used and steps to support student learning outcomes	Planned Professional Development and Support	Targeted Timeline	Evaluation of systems to reach goals	Measurable Data Collected	Person Responsible
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<a href="#">Increase Scores on ACT Aspire Math by 10% by moving 18/20 INS students to Close, 7/12 Close students to Ready, and 2/3 Ready students to exceeding.</a>	1. Identify students who are 1-2 points away from the 10th grade goal scores for each range; 2. enroll the 27 students who are 1-2 points away from the next range into remedial math classes (as staffing permits); 3. have personal coaching conversations with identified students to encourage, support, and mentor them through their progress; 4. Identify the topics that students need to grow in (as identified by Aspire proficiency by skill); 5. Place students into Trojan Time groups with math teachers, when we are able to do so so that time on English priority days can be used to build skills when not called to attend English Priority Day; 6. Monitor students assessments and skill development	examine the topics measured on the ACT aspire math assessment AND research the skills that fall under those topics; student grouping and skill developemnt	August- May	Review CFA's- are they valid? Are we teaching the "right" standards?	CFA's, NWEA, Aspire	D. Hodges, T. Brandt, M. Knox,
Use our Math interventionsist to provide tier 3 supports to students who demonstrate a need (Aspire data/ classroom observation/data) but using intentional grouping	1. Interventionist will review Aspire data; 2. Interventionist will work with Math Department to gain a deeper understanding on the skills student need in each course; 3. Interventionist will observe students in the math classroom to better understand abilities and barriers of students; 4. Interventionist will create plans to work with small groups and assessments that measure effectiveness of her work	Ascend Math training; small group intervention support	August- May	CFAs and classroom observations	CFA's, NWEA, Aspire	Interventionist, Math Department
Implement Math Priority Days on Tuesdays to allow teachers to request students who need Tier 2 interventions in a skill they are struggling with in class (real time).	1. Communicate what Priority Days are and how they will work; 2. Create processes/ systems that work for our school, modifying when necessary; 3. Ensure that CFA's are being given and that questions are tied to individual skills; 4. Assist teachers in keeping accurate data in an efficient way; celebrate student successes; 5. Celebrate teacher successes	"Training" community on what Priority Days are and how they will work; assessment creation- focus on validity; data conversations and review	August- May	CFA and retest data	Improved CFA scores/ retests	Math Team
Create a Math resources hub on our website to assist students and parents in developing skills at home	1. Establish a "home base" for math topic support on our website; 2. Math teachers submit resources to assist students/ parents who practice from home; 1. Establish Early bird math tutoring program for students who arrive early and need support in math; 2. Recruit a math teacher to provide tutoring; 3. Publish a tutoring schedule; 4. Establish a skills/ data protocol for reporting the work done in tutoring.	n/a	August- May	CFA and retest data	Improved CFA scores/ retests and increased engagement with math topics	Math Team

**Focus Area 3: Social and Emotional Health of Staff and Students: Prepare for and help students build healthy and successful relationships.**

Goal (s)	Action Step(s) including core curriculum used and steps to support student learning outcomes	Planned Professional Development and Support	Targeted Timeline	Evaluation of systems to reach goals	Measurable Data Collected	Person Responsible
Improve students understandings of and communication with one another	<a href="#">Identify Process Champions: review CKH data from surveys given in winter 2022; set goals for the fall; implement weekly Leadworthy Character Lessons into Trojan Time; Create a Trojan Time Calendar to coordinate/ collaborate on tasks to be completed; create a binder for Trojan Time teachers that includes the Leadworthy Lessons to make the delivery/ implementation process easier</a>	Process Champions will provide at least 30 minutes of targeted PD to staff once per month; Process Champions will lead Good Things to begin each whole group meeting; Process Champions will model behaviors and provide reflection opportunities for all staff ; monthly overviews of themes and lessons; digital and print binder of activities 1 month at a time and well in advance of the theme rollout	2022-2023 School Year	Discipline Referral Data	Increased use of Leadworthy Lessons; increased participate in Trojan Time activities; decreased discipline referrals	S. Turner, S. Davis, K. Simms .D. Knott
Encourage student and community engagement through celebration	Food Truck Friday- 10th and 11th graders ready/ exceeding on ACT Aspire and 12th graders who scored a 19+ on the state ACT. Potential date 9/2. May split groups based on number of students who qualify; Monthly academy/ Trojan Time team activities: ideam- minute to win it games, quiz bowl, 4 square, volleyball, kickball, etc.; 1st 9 weeks awards: celebrating meeting NWEA goal and/ or growth; meeting essential standards in courses; ACT Aspire by subject; and, potentially, honor roll	none	2022-2023 School Year	Discipline Referral Data Attendance data	Decreased discipline referrals, increased student engagement	Instructioal Team, Chartewells, Student Council
Create a systematic way of integrating and communicating CKH, Learner Profile, College and Career, and monthly service focus to the school community	<a href="#">1. create a bulletin board schedule; 2. communicate the monthly focus in student council-created video and in writing.</a>	Continual education/ linking of how our "initiatives" integrate and complement one another rather than add a layer of "work"/ complexity	2022-2023 School Year	n/a	teacher self-reports of improved understanding	leadership team
Implement a New Teacher Support Group (New Kids On The Block)	Create a bi-weekly schedule according to timely topics and new-teacher need; utilize "lunch and learns" to support building-wide staff needs	Professional reading on targeted topics- Solution Tree Library- dependent on teacher needs	2022-2023 School Year	Increased teacher retention and effectiveness	Increased teacher retention and effectiveness	Administration, Counseling, and Instructional Teams

**Focus Area 4: Wellness- Create an environment of mindfulness that helps students process negative thoughts and manifest positivity.**

Goal (s)	Action Step(s) including core curriculum used and steps to support student learning outcomes	Planned Professional Development and Support	Targeted Timeline	Evaluation of systems to reach goals	Measurable Data Collected	Person Responsible
Broaden the use of yoga to build strength, awareness, and harmony in both the mind and body	Weekly yoga sessions with Mrs. Tipton for students and staff before school. On Mindfulness Mondays we will introduce a new yoga pose for students and staff to try.	Yoga poses and how yoga impacts learning and behavior	weekly/ quarterly	Number of students/ staff who attend weekly sessions; teacher-reported uses of yoga in the classroom	attendance at weekly yoga sessions; quarterly collection of yoga in the classroom	Mrs. Tipton
Give the school community a mindfulness tool each week via morning announcements. (Mindfulness Monday- can incorporate into the week's Leadworthy Lesson)	Ensure that teachers know where/ how to find Leadworthy Lessons; Lead Leadworthy Lessons building-wide rollout each Monday	Learn about mindfulness tools	weekly	Number of students engaging in mindfulness techniques; student and teachers reporting decreased stress	use of Leadworthy Lessons in Trojan Time each Monday; improvement of student behaviors and self-reported attitudes	Counseling Team

**Focus Area 5: Conversion Charter**

Goal (s)	Action Step(s) including core curriculum used and steps to support student learning outcomes	Planned Professional Development and Support	Targeted Timeline	Evaluation of systems to reach goals	Measurable Data Collected	Person Responsible
Track and meet 2025 value-added diploma goal= 90%	<a href="#">1. Create a data tracker- IB courses, NPTC courses, and NPC courses; 2. recruit students and support them through advanced coursework; educate students, staff, and community on college prep pathways</a>	PD to staff on what "value added diploma" means in our context	August- October with monthly releases of information and refreshers thereafter	Teacher reports of understanding; improved communication to community members by students and staff	College prep numbers- IB, NPTC, NPC enrollment, CTE Certificates	Counseling Team
Track and meet 2025 college prep goal= 38%	<a href="#">1. Create a data tracker- IB courses, NPTC courses, and NPC courses; 2. recruit students and support them through advanced coursework; educate students, staff, and community on college prep pathways</a>	PD to staff on the college-prep paths we offer students so they are better able to mentor students	August- October with monthly releases of information and refreshers thereafter	Teacher reports of understanding; improved communication to community members by students and staff	College prep numbers- IB, NPTC, NPC enrollment, CTE Certificates	Counseling Team
Increase ESSA Student Engagement	1. Engage students in the operation of the school (monthly meetings with Student Council Executive Council; 2. monitor and support at-risk students (those who fail 2+ courses each semester); Educate students and community on how "good" ACT scores impact college enrollment; 3 Educate community on need for computer science in the future of the workforce; 4. Implement service learning through Seminar	Staff will learn how ESSA student Engagement scores are factored: ACT score/ college scholarships; computer science education	August- October with monthly releases of information and refreshers thereafter	Increased understanding of the importance of SCSS categories	Increased student engagement, decreased students classified as "at risk," increased number of service learning credits earned by students, increased numbers of computer science credits earned by students	Counseling Team