



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](#)

Focus Area 1: Literacy --Provide goals to address implementation of intended HSSD curriculum, The Science of Reading, Student Achievement through the ACT Summative Assessment and Student Growth through NWEA

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 student achievement and growth in 7th-9th English and Reading by 5% on the ACT Aspire Summative in the 2022-2023 school year. Also to increase grade level achievement in every grade math and reading in NWEA from Fall to Winter in 2022-2023	Incorporate reading and writing in every class on campus, develop ACT Aspire like questions on CFA assessments, and have targeted interventions in classes based on data for each individual student from mastery in learning targets. Also incorporate Morphology lessons in all english classes.	Solution Tree training for RTI, Continued PLC training, job embedded PD for cooperative learning built into Wednesday meetings throughout the school year to help improve Tier 1 teaching.	Continue to unpack essential standards into learning targets to intervene on specific learning skills instead of giving all kids the same intervention. Improve Tier 1 Instruction through PD, use unit planner with instructional strategy planner to ensure best practice is used throughout a unit.	staff created essential standards while utilizing the curriculum of Wit & Wisdom	NWEA scores, and CFAs that will have ACT Aspire like questions, then utilizing that data to get targeted interventions through Tier 2 in class, and Tier 3 in seminars. Also looking at Unit Plans and Instructional Strategy Unit Plan, Data from Walkthrough forms	English team, Sadler, and Admin

Focus Area 2: Mathematics

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 student achievement and growth in 7th-9th ELA by 5% on the ACT Aspire Summative in the 2022-2023 SY. Also increase achievement in reading and math in every grade level in NWEA from Fall to Winter 2022-2023	Using strong Tier 1 Instruction. Utilizing tier 1 and 2 interventions in the block of class. Targeting at risk students in Seminar and having them work on Tier 3 skills that NWEA and ACT Aspire has identified as needs. We will try and target our Tier 3 students through Standardized test scores as well as looking for high Will students who are at school each day and want to work hard.	Solution Tree training for RTI, continued PLC training, and job embedded professional development for cooperative learning built into Wednesday meetings throughout the school year to improve Tier 1 teaching.	Make sure our essential standards cover what must be learned on ACT Aspire, and ensure that CFAs help students become familiar with grade level rigor. Teachers will build a resources bank of questions to help guide them in creating DOK level 2 and 3 questions on assessments	Eureka Math, and teacher selected essential standards	NWEA scores, and CFAs that will have ACT Aspire like questions, then utilizing that data from CFAs and FAs to get targeted interventions by skill instead of broad interventions by standard. Checking Unit Plans and Instructional Strategy Unit Plan. Data from Walkthrough forms.	Math Team, Sadler, and Admin

Focus Area 3: Social and Emotional Health of Staff and Students						
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
Encourage students and staff in Capturing Kids' Hearts practices building-wide	Ensure celebrations on a continuous basis. Use CKH language on a regular basis, and make it meaningful. Show how it works, not make it something else to do. Establish Process Champions and their roles. Make Social Contracts real, and used in class. SEL lessons through seminar from ckh.org. We will also have an intervention team that looks at data from our RTI Form to see what type of interventions we can give students for behavior.	CKH Recharge, and USE CKH in staff development	all year	CKH material	Use of CKH in all staff development (good things, referencing the social contract)	Admin, Process Champions
Celebrating our staff and students with Teachers of the Month and Students of the month and putting that in our newsletter to go out on social media	Ensure we update social media by the 15th of every month and ready to, and do the selections for TOY and SOY on the 1st of each month		each month	Newsletters for each month	Teacher survey data telling us if they feel celebrated and what we can do better	admin and social media coordinator
Each month our sunshine team picks a day to do a celebration for teachers	make sure sunshine committee meets every month all through the year				Agendas from the meeting, and dates on the schedule	
Focus Area 4: Wellness						
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
Ensure our school is the safest possible environment for students during the COVID pandemic.	Have a plan for every facet of what we will do in school. Ensure students are spread out, encourage safe distances, students will feel comfortable with/without masks in the school, and ensure that the staff feels safe as they enter school each day.		Have a plan in case of contact tracing, virtual plan for students who may need to miss, and encourage the best practices of sanitization throughout the day			Admin Team, nurse, staff, students
Counselors will Zoom with the entire student body during Seminar to discuss mental health and how to contact counselors when needed.	Meet with counselors within the first two weeks of school to set up dates for them to Zoom with students. Introduce counselors during grade-level class meetings in the first week of school.		Have counselors and administration focus on completing all SSPs for 7-9 with schedule and testing information for the entire student body		SSP completions	Admin team and counselors
Focus Area 5: Conversion Charter/MYP						

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		
Ensure our admin team looks at Charter Goals and ensures we are addressing all goals discussed in charter	Make our Learning Dashboard show where learning is happening in the building as a live data tracker for student learning.		Address areas in charter when master scheduling, and when we are inputting data to reflect student learning		learning dashboard data from the entire school	Admin team and all teachers		
Within the MYP program, we will ensure student mastery of essential standards embedded in a concept-based curriculum. This aim requires shifting to a concept-based approach to teaching in which instruction is driven by big ideas rather than subject-specific content.	<p>Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings.</p> <p>The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.</p> <p>Teachers demonstrate strategies focused on conceptual understanding.</p>	<p>Summer 2022 - IB Leadership team attended the IB Global Conference</p> <p>Fall 2022 - In-house training for teaching GT/advanced learners</p> <p>Fall 2022 - Math team to attend MYP Math training</p> <p>Fall 2022 - Admin to attend MYP training</p> <p>Summer 2023 - New MYP teachers to attend subject specific MYP training</p>	Learning will shift from a content specific approach to a concept based approach. Through this change, students will make real world and transdisciplinary connections to the content. This will translate into a deeper understanding of the content leading to increased mastery of content essential standards.	Teacher written units of study for all subject areas and grades of the program. Each unit is built to align with the MYP framework and subject/grade specific essential standards.	<p>Data will be collected by leadership and teachers during classroom walk-throughs. Observers will complete an observation form indicating observed implementation of concept-based teaching and learning.</p> <p>Essential standard data from each content area</p>	MYP Coordinator Admin Team MYP Teachers		