

# School Continuous Improvement Plan

## 2023-2024- Working Copy

Please see [this document](#) for an overview of expectations and process.

Title I schools are required to address the supplemental questions in [this document](#) in your plan.

School	Harrison Park	Principal	Leah Dickey	Date: 9/18/2023
Vision	<p><b><i>Throughout the 23-24 school year we will be working on a new vision and mission that encompasses us becoming a comprehensive middle school and a voice from all of our stakeholders.</i></b></p> <p>At Harrison Park we believe that all staff members are responsible for ALL students' educational experience. Together we do this through:</p> <ul style="list-style-type: none"><li>• Working as a collaborative team through continual reflection and a growth mindset.</li><li>• Empowering our students through engaging instruction and meaningful assessment.</li><li>• Meeting our students where they are at and moving them forward toward academic proficiency.</li><li>• Ensuring students are self advocates and positive members of their community.</li></ul> <p>***We will be working on building out a new Vision and Mission to reflect our comprehensive middle school as well as including stakeholders voices in this process.</p>			
Mission	Harrison Park Reflect, Engage, Collaborate			
Comprehensive Needs Assessment Summary				
What data did our team examine? <i>Think about attendance and engagement. Potential data sources include FIT, TFI, MAP, Successful Schools Survey, Attendance Data, State Assessments, School-Generated Surveys, ODRs, Exclusions.</i>	<p><b>Middle School Student Engagement</b></p> <p>Data sources include: Attendance Data Successful School Survey Data (students, staff, families) Instructional Rounds feedback with focus on Content, Students, Teacher Alignment of school wide AVID strategies being used in classrooms <a href="#">CCI Evidence</a> - (22-23) <a href="#">FIT</a> (administered 1/17/23)</p> <p>This year we ran into 2 problems with the Successful School Survey Data. Initially, the middle school portion of our data was inaccessible from Panorama. Second, due to the reconfiguration of our school to a comprehensive middle school, our School Success Survey is incomplete for the students we now serve (only representing about 125 of 320 students). Panorama was able to recover some of the Harrison Park data. Because of these problems we are conducting a survey using the questions below from the Successful School Survey.</p> <p>21-22 Student Success Survey From 20-21 to 21-22 we saw an increase in responses from the following questions: (This data is prior to our reconfiguration.)</p> <p><a href="#">Survey of Students this Fall</a> (10/2/23) - Using the following SSS questions to measure our students effort throughout the year: How much effort are you putting into your classes right now? How difficult or easy is it for you to try hard on your schoolwork right now? How difficult or easy is it for you to stay focused on your schoolwork right now?</p>			

Linked survey data is incomplete as students are still filling it out (as of 10/4). Initial data, representing about 20% of our students, shows students predominantly report putting effort into classes, trying hard on school, and staying focused on schoolwork. Being this incomplete means we are unable to examine this with any depth.

Since the Successful School Survey is being completed prior to Winter Break this year we will have, more complete data soon.

### Academics 6-8 Literacy Tiered Intervention

As mentioned above, most of the 6th-8th grade data in the 22-23 school year and earlier represents our program as part of the K-8 model, including about 125 students. Data in the 23-24 year is from the comprehensive middle school model and includes about 320 students.

This data was collected prior to reconfiguration.

### 22-23 Fall to Winter MAP Growth ELA

#### Harrison Park K-8

	FALL 2022-2023 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students
Grade 06	37th	38%	16%	10%	24%	12%	38th	28%	28%	17%	15%	12%	68
Grade 07	31st	36%	25%	12%	22%	5	37th	27%	25%	22%	19%	7%	59
Grade 08	41st	21%	26%	23%	20%	10%	43rd	20%	24%	21%	21%	14%	66

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

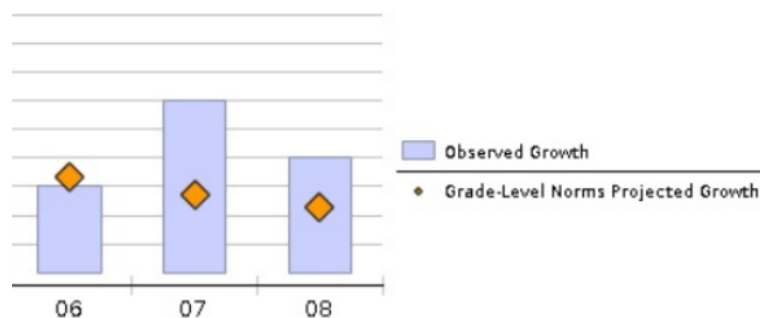
This data was also collected prior to reconfiguration - representing Fall 22-Winter 23

### Data Method(s) for Measuring Progress:

MAP Growth Fall and Winter

Progress to date

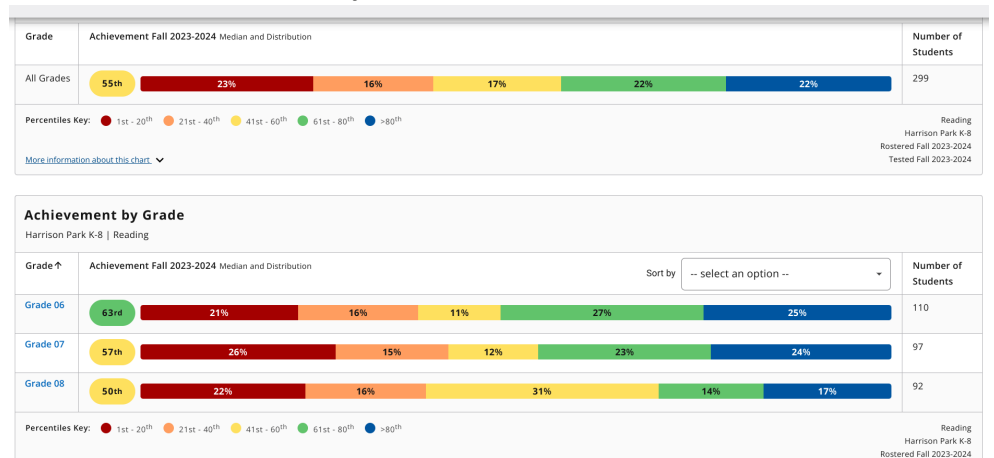
∴ Reading



ELA OSAS Data - Percentage of Students meeting or exceeding

Data for 6th-8th	21-22 level 3-4	22-23 level 3-4	Change
African American	17%	19%	+2%
Pacific Islanders (8 students)	13%	0%	-13%
Native American (2 students)	0%	0%	0%
Latino	23%	36%	+13%
Asian	40%	42%	+2%

**Fall 2023 MAP Reading Data - This data, though incomplete, represents 95% of our students for the current year.**

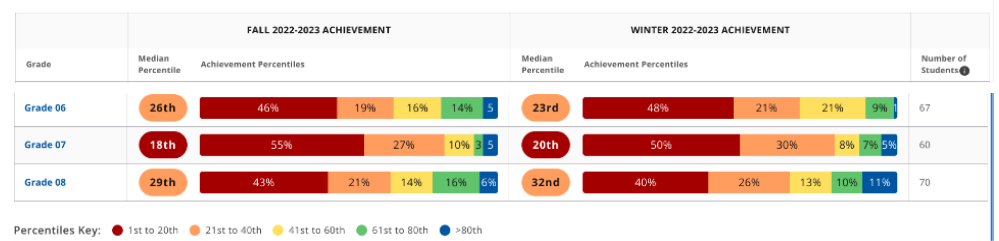


## Academics 6-8 Math Tiered Intervention

As mentioned above the 6th-8th grade data in the 22-23 school year and earlier represents our program as part of the K-8 model, including about 125 students. Data in the 23-24 year is from the comprehensive middle school model and includes about 320 students.

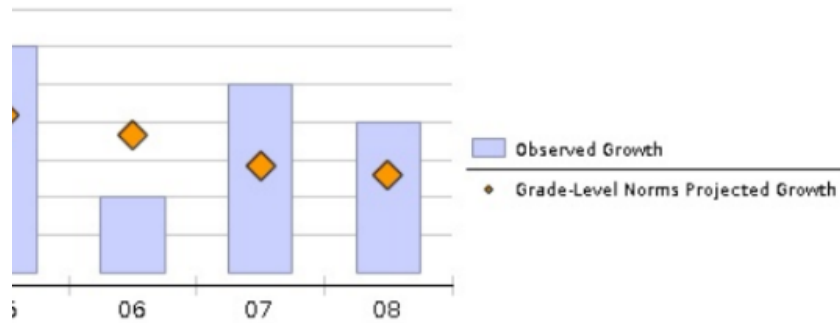
## Fall to Winter 22-23 MAP Growth Math - This data is prior to reconfiguration.

Harrison Park K-8



## Data Method(s) for Measuring Progress: MAP Growth Fall and Winter Progress to date:

### Math K-12



### Math OSAS Data - Percentage of students meeting or exceeding

Data for 6-8	21-22 level 3-4	22-23 level 3-4	Change
African American	8%	6%	-2%
Pacific Islanders (8 students)	0%	0%	NC
Native American (2 students)	0%	0%	NC
Latino	16%	14%	-2%
Asian	28%	44%	+16%

**Fall 2023 MAP Math Data - This data, though incomplete, represents 83% of our total students for the current year, 90% of both 6th and 7th grades, 70% of 8th grade students.**

### Middle School Student Engagement

What do you notice?

Using the of Student Engagement category from the Students Success Survey of 21-22, we will be using the three questions to monitor and assess throughout the school year:

How much effort are you putting into your classes right now?

How difficult or easy is it for you to try hard on your schoolwork right now?

How difficult or easy is it for you to stay focused on your schoolwork right now?

From 20-21 to 21-22 we saw an increase in responses for all 3 questions of our driving questions.

As we didn't have the same metrics as the Student Success Survey for our 23-24 school generated survey we weren't able to measure in percentages. We are still collecting data and are unable to reflect completely. I

Initial data from our in school survey, representing about 20% of our students, shows students predominantly report putting effort into classes, trying hard on school, and staying focused on schoolwork. Being this incomplete means we are unable to examine this with any depth.

Some comments that have shown up multiple times refer to needing clarity of systems and consistency in classes. This will be part of the work we do this year.

## Academics 6-8 Literacy Tiered Intervention

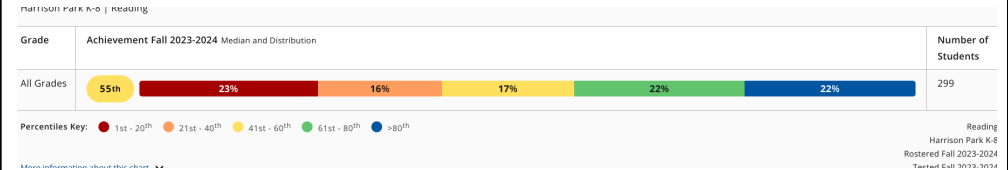
### Reading

Like in Reading, MAP data for 2022-23 represents Fall to Winter growth or OSAS data represents students meeting benchmark.

MAP Data for last year showed growth for many groups of students. However, we continued to have gaps. OSAS was similar. As stated previously, this data was all prior to reconfiguration and represented 125 students of our current 320 students.

Fall 2023 MAP Reading we have baseline data for our students.

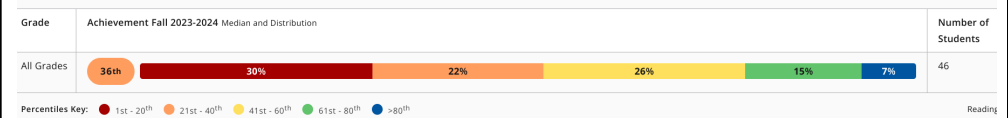
### Overall -



### Black -

#### Achievement - All Students

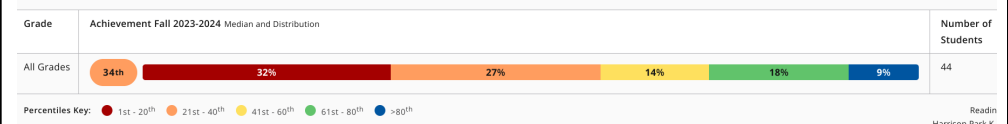
Harrison Park K-8 | Reading



### Latino -

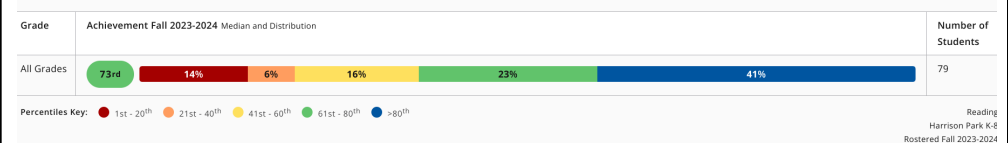
#### Achievement - All Students

Harrison Park K-8 | Reading



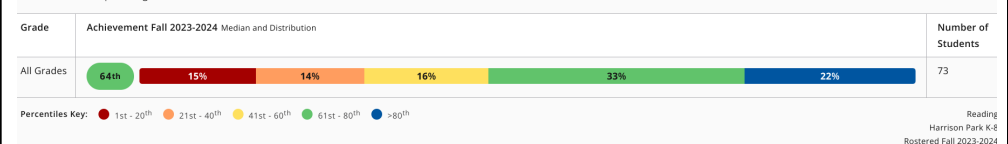
### White -

Harrison Park K-8 | Reading



### Asian -

Harrison Park K-8 | Reading



	<p>This data shows we have clear gaps to address. Black and Latino students are not performing at the same level as White and Asian students.</p> <p><b>Academics 6-8 Math Tiered Intervention</b></p> <p><i>Math</i></p> <p>Like in Reading, MAP data for 2022-23 represents Fall to Winter growth or OSAS data represents students meeting benchmark.</p> <p>MAP Data for last year showed growth for many groups of students. However, we continued to have gaps. OSAS was similar. As stated previously, this data was all prior to reconfiguration and represented 125 students of our current 320 students.</p> <p>Map Math data is not complete enough to drawn noticings. This section will be updated as we wrap up testing.</p>																																																
<p>What inequities in student outcomes did you notice and want to bring forward in planning?</p> <p><i>Disaggregate by race, gender, orientation, students with disabilities and students learning English.</i></p>	<p><b>Middle School Student Engagement</b></p> <p>Please note our Panorama data is not complete (We are only able to access partial information due to the division of our K-8.). As stated with Reading and Math, this data represents the 125 students we had prior to reconfiguration rather than the 320 students we currently have.</p> <p>In the Student Success Survey category of Student Engagement we see the breakdown of subgroups in the following questions from the 20-21 to 21-22 school years:</p> <ol style="list-style-type: none"><li>1. How much effort are you putting into your classes right now?</li><li>2. How difficult or easy is it for you to try hard on your schoolwork right now?</li><li>3. How difficult or easy is it for you to stay focused on your schoolwork right now?</li></ol> <table><tr><th>21-22</th><th>African Amer.</th><th>Asian</th><th>Latino/x</th><th>Pacific Island.</th><th>White</th></tr><tr><td>Ques. #1</td><td>65%</td><td>76%</td><td>52%</td><td>71%</td><td>50%</td></tr><tr><td>Ques. #2</td><td>27%</td><td>45%</td><td>24%</td><td>14%</td><td>44%</td></tr><tr><td>Ques. #3</td><td>35%</td><td>48%</td><td>29%</td><td>14%</td><td>48%</td></tr></table> <table><tr><th>20-21</th><th>African Amer.</th><th>Asian</th><th>Latino/x</th><th>Pacific Island.</th><th>White</th></tr><tr><td>Ques. #1</td><td>56%</td><td>62%</td><td>33%</td><td>67%</td><td>43%</td></tr><tr><td>Ques. #2</td><td>24%</td><td>26%</td><td>27%</td><td>17%</td><td>14%</td></tr><tr><td>Ques. #3</td><td>28%</td><td>26%</td><td>20%</td><td>33%</td><td>26%</td></tr></table> <p>Overall, there was an increase from 20-21 to 21-22 in all of the questions and all subgroups. Both question 2 and 3, have a lower percentage response than</p>	21-22	African Amer.	Asian	Latino/x	Pacific Island.	White	Ques. #1	65%	76%	52%	71%	50%	Ques. #2	27%	45%	24%	14%	44%	Ques. #3	35%	48%	29%	14%	48%	20-21	African Amer.	Asian	Latino/x	Pacific Island.	White	Ques. #1	56%	62%	33%	67%	43%	Ques. #2	24%	26%	27%	17%	14%	Ques. #3	28%	26%	20%	33%	26%
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question 1. We will be conducting empathy interviews in the fall with our students. During that time we will need to determine what effort looks like for our students, what makes school work easy or difficult and what makes it easy or difficult to stay focused on their school work. We will also need to ask our teachers what this looks like to them, so we can align our definition and strategies of our practices.

#### **Academics 6-8 Literacy Tiered Intervention**

##### *Reading*

To close the gaps for our Black, Latino, and other students of color we have taken many considerations.

In the ELPA we saw that many ESL students didn't make enough growth to test proficient. To better support these students we will have ESL staff support ESL students during ELA time.

During PLCs in the 22-23 year, we have looked at all data points considering inequities. In these meetings as well as can be seen on Dashboard, there are achievement gaps. Our black students are assessed lower than all other racial groups. As we implemented new curriculums this past year and continue to analyze data we will need to plan for more culturally relevant teaching. When we looked at MAP data disaggregated by gender we didn't see significant differences however, we will dig deeper on this, this year as we know Black boys are most at risk in our system. We will continue to do this in the 23-24 year. By centering these students and understanding their data we can plan to better meet their needs.

The inequities we've found are also a clear consideration in the building of our intervention classes. Doing this will better ensure our students of color who have unfinished learning will close the gap while still moving forward in their grade level ELA course.

#### **Academics- 6-8 Math Tiered Intervention**

##### *Math*

Though we are still in the collection process for out baseline data we continue to work to close the gaps for our Black, Latino, and other students of color by taking many things into consideration. This section may be updated as we complete the baseline MAP Math data for our reconfigured school.

During PLCs in the 22-23 year, we have looked at all data points considering inequities. In these meetings as well as can be seen on Dashboard, there are achievement gaps. Our black students are assessed lower than all other racial groups. As we implemented new curriculums this past year and continue to analyze data we will need to plan for more culturally relevant teaching. When we looked at MAP data disaggregated by gender we didn't see significant differences however, we will dig deeper on this, this year as we know Black boys are most at risk in our system. We will continue to do this in the 23-24 year. By centering these students and understanding their data we can plan to better meet their needs.

The inequities we've found are also a clear consideration in the building of our intervention classes. Doing this will better ensure our students of color who have

	<p>unfinished learning will close the gap while still moving forward in their grade level Math course.</p> <p>Conversely, we have also made efforts to ensure we have extended opportunities for Compacted math to students of color. At times, giving opportunity to students who may not have met traditional criteria to engage in accelerated learning.</p>
What needs did our data review elevate?	<p><b>Middle School Student Engagement</b></p> <p>In the Student Success Survey data our overall score for Student Engagement went up 15% in 21-22. As a middle school team we aligned some of our grading practices using an equity lens, as well as built in a 30 minute advisory time where lessons were provided.</p> <p>Though our data is not yet present, based on past data we plan the follow and will update as the 23-24 Successful School Survey becomes available.</p> <p>Moving into the 2023-2024 school year, we will continue to build on our grading practices through alignment with rubrics, build on our advisory lessons, use PLC's time to unit/lesson plan with the curriculum with a focus of incorporating differentiation/scaffolds and AVID strategies into our daily lessons . We will continue to look at our students' engagement within their classes and make adjustments through our PLC time.</p> <p><b>Academics 6-8 Literacy Tiered Intervention</b></p> <p><i>Reading</i></p> <p>From reviewing our data from the 22-23 school year. We determined that there was a need for more intervention classes with reading. We added a 1.0 FTE reading teacher who will focus on students who are many years below grade level and students who just need specific reading skills to help move them to grade level. We also added in additional study halls throughout the day where students will be assigned for a period or have the option of dropping as needed for additional support on their work. We meet with students to determine if they believe this class would be beneficial to them prior to placing them. As we move forward in our PLC work for the upcoming school year we will use the district's unit/lesson unpacking tool, as well as making sure that our lessons have appropriate scaffolds, WICOR strategies and are differentiated to meet our students' needs.</p> <p><b>Academics 6-8 Math Tiered Intervention</b></p> <p><i>Math</i></p> <p>From reviewing our data from the 22-23 school year. We determined that there was a need for more intervention classes with Math. We added a 1.0 FTE math intervention teacher who will focus on students who are many years below grade level and students who just need specific skills to help move them to grade level. We also added in additional study halls throughout the day where students will be assigned for a period or have the option of dropping as needed for additional support on their work. As we move forward in our PLC work for the upcoming school year we will use the district's unit/lesson unpacking tool, as well as making sure that our lessons have appropriate scaffolds, WICOR strategies and are differentiated to meet our students' needs.</p>

ELD Programs Verification		<a href="#">Link to Form</a> <input checked="" type="checkbox"/> I have filled out the ELD Programs Verification Forms for 2022-23	
TAG Building Plan Verification		<a href="#">Link to Form</a> <input checked="" type="checkbox"/> I have filled out the TAG FOCUS Checklist for 2022-23	
Goal 1: School Climate	By Spring of 2024 the percentage of 6-8 students who feel they put effort into their academic schoolwork will increase from 48% (spring '22) to 60% as measured through the Successful Schools Survey/Harrison Park created survey using Student Success questions.		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Aug/Sep 23 - Due to data problems with the 22-23 SSS we are beginning with Spring '22 of 48% of students feeling engaged with their schoolwork.  Ongoing - 100% of students will participate in the empathy interviews/surveys in the Fall/Winter/Spring  Ongoing - Staff will work on unit/lesson unpacking in PLC's incorporating differentiation, scaffolding, AVID  10/23 - Staff will determine common AVID strategies around WICOR to use in their lesson planning and implementation of lessons	11/23 Use advisory time to introduce new AVID strategies for all students to use.  11/23-12/23 - 95% of 6-8 students will participate in the SSS.  Jan 2024 - Staff and students will align common language around what engagement looks like for them and how you know you are an engaged learner.  1/24 - Admin/ILT will develop a framework for instructional rounds and staff PD around the implementation of instructional rounds for 2nd semester	late 1/24-2/24 - ILT will begin instructional rounds as a team and present PD for staff..  3/24 - Begin process of instructional rounds for all staff and 100% participation.  May/June 2024 - Staff will reflect on the instructional round process.  100% of 6-8 students will participate in a student exit survey.  June of 2024 - The amount of students who feel they are engaged at HP will increase from 48% to 60%
Goal 2: Literacy	By the spring of 2024, 100% of the clear and intact 6th-8th students will meet their OSAS ELA benchmark of meeting by the following sub groups of students.  African American Students by 3.2 percentage points Pacific Islanders Students by 2.7 percentage points Native American Students by 1.1 percentage points Latino Students by 2.6 percentage points Asian Students by 2.6 percentage points  27% students, assigned to HP before the reconfiguration, are at grade level based on OSAS data from 22-23		
Metrics	By (month/year)	By (month/year)	By (month/year)
	*Many of the metrics for goal 1 apply to this goal as well, as they improve the learning experience for our students.	Ongoing - Through PLCs and Teaching and Learning Staff meetings teachers will engaging in lesson unpacking.	January 2024 - Mid-year data will be collected using the MAP Growth Reading Assessment. 80% of students in our clear

	<p>Spring 2023 - Schedule will be built with multiple reading support classes and study skills classes - as interventions for students</p> <p>Summer 2023 1.0 Reading Support teacher will be hired</p> <p>Quarterly - Student's in interventions will be examined for progress and continuation will be considered.</p> <p>Ongoing - in PLC and PD staff will continue to explore different AVID/learning strategies</p>	<p>This includes understanding the priority standards, lesson objectives, student work goals, instructional strategies to deepen knowledge and assessments.</p> <p>Sep/Oct 2023 - Baseline data will be collected using the MAP Growth Reading Assessment.</p> <p>10/23 - Staff will analyze MAP Reading and it's implications on reading instruction, as well as content instruction that contains reading</p>	<p>and intact group, will meet benchmark or be at least half way to their growth projection.</p> <p>2/24 - Instructional rounds begin with ILT, following outline in Goal 1.</p> <p>Spring 2024 - Students will participate in OSAS testing.</p>
Goal 3: Mathematics	<p>By the spring of 2024, 100% of the clear and intact 6th-8th students will meet their OSAS Math benchmark of meeting by the following sub groups of students.</p> <p>African American Students by 3.2 percentage points  Pacific Islanders Students by 2.7 percentage points  Native American Students by 1.1 percentage points  Latino Students by 2.6 percentage points  Asian Students by 2.6 percentage points</p> <p>19% of students, assigned to HP before the reconfiguration, are at grade level based on OSAS data from 22-23</p>		
Metrics	<p>By (month/year)</p> <p>*Many of the metrics for goal 1 apply to this goal as well, as they improve the learning experience for our students.</p> <p>Spring 2023 - Schedule will be built with multiple math support classes and a math study skills class - as interventions for students</p> <p>Summer 2023 1.0 Math Support teacher will be hired</p> <p>Quarterly - Student's in interventions will be examined for</p>	<p>By (month/year)</p> <p>Ongoing - Through PLCs and Teaching and Learning Staff meetings teachers will engage in lesson unpacking. This includes understanding the priority standards, lesson objectives, student work goals, instructional strategies to deepen knowledge and assessments.</p> <p>Sep/Oct 2023 - Baseline data will be collected using the MAP Growth Math Assessment.</p> <p>10/23 - Staff will analyze MAP Math and it's implications on</p>	<p>By (month/year)</p> <p>January 2024 - Mid-year data will be collected using the MAP Growth Math Assessment. 80% of students in our clear and intact group, will meet benchmark or be at least half way to their growth projection.</p> <p>2/24 - Instructional rounds begin with ILT, following outline in Goal 1.</p> <p>Spring 2024 - Students will participate in OSAS testing.</p>

	<p>progress and continuation will be considered.</p> <p>Ongoing - in PLC and PD staff will continue to explore different AVID/learning strategies</p>	<p>math instruction, as well as content instruction that contains math.</p>	
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## Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

<b>Goal 1:</b> By Spring of 2024 the percentage of 6-8 students who feel they put effort into their academic schoolwork will increase from 48% (spring '22) to 60% as measured through the Successful Schools Survey/Harrison Park created survey using Student Success questions.			
<b>What are we going to do?</b>	<b>Strategy #3.1</b> Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	If we: <ol style="list-style-type: none"> <li>1. Gather student/staff voice through surveys and empathy interviews on effort, school work, trying hard, making it difficult/easy.</li> <li>2. Align our definitions of engagement with staff and students.</li> <li>3. Focus on aligning AVID strategies through grades and content levels using the WICOR lens.</li> <li>4. Begin the implementation of instructional rounds. Starting with Semester 1 focus on ILT implementation and all staff PD. Moving to Semester 2 with all staff participating.</li> <li>5. Teachers continue to work on success criteria (standards, learning targets, measurement, differentiation/scaffolding in lesson planning) in middle school PLC content bands. As well as using data to drive our practice with student engagement within our lessons.</li> <li>6. Reflect on student empathy interviews on student engagement from Fall/Winter and Spring, using the following questions as our baseline:               <ol style="list-style-type: none"> <li>a. How much effort are you putting into your classes right now?</li> <li>b. How difficult or easy is it for you to try hard on your schoolwork right now?</li> <li>c. How difficult or easy is it for you to stay focused on your schoolwork right now?</li> </ol> </li> <li>7. Build on our equitable grading practices through rubrics and team calibration.</li> <li>8. Coordinate support with outside agencies (GearUp, Campfire, YEP, Connexion, Yield, SUN) and ensure they understand our why around student engagement and where they can help support.</li> </ol>
		Then... (this will happen)	Then we will see higher levels of student engagement within their classes and school work.

		And... (this will be the benefit)	Students will feel a purpose in their education and can understand their why.	
<b>How will we know the plan is working?</b>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring
		Staff will identify what student engagement means to them, to begin to align our meaning to our students' meaning.	A common definition of engagement will be determined between staff and students and used when delivering instruction.	100% of classrooms will use common language around engagement and what it looks like at HP.
		ILT will begin instructional rounds among team members and present PD on the process to staff.	100% of certified staff will complete the Student Success Survey during the January 30th staff meeting.	Student Success Survey data will be shared with staff.
		ILT will determine WICOR school wide strategies, to begin to incorporate in unit/lesson planning.	85% of classified staff will complete the Student Success Survey.	ILT will gather feedback from Staff on the SSS data and next steps for the 24-25 school year.
		PLC's will incorporate WICOR strategies into their unit/lesson planning.	100% of staff will incorporate WICOR strategies into their unit/lesson planning.	
		PLC's will calibrate with rubrics on assessing student work.	100% of staff will participate in instructional rounds. Instructional rounds will focus on the WICOR strategies incorporating in the unit/lesson planning,	
		Continue to push out strategies through advisory.		
		Continue with our current equity grading practices.		
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		100% of 6-8 students will participate in one on one interviews, defining what engagement means for them in class and the 3 questions from the SSS survey to gain a baseline of where they are with engagement.	A common definition of student engagement will be determined and shared out through advisory lessons.	100% of students will participate in one on one interviews on engagement and the 3 questions from the SSS.
			100% of students will complete the Student Success Survey during advisory.	
			100% of students will participate in one on one interviews on engagement.	

How will we get the work done?	Person or Team Responsible	Change Ideas to be Implemented This Year	Due Date	Related FIT Item(s) (Consider 1 or 2)
	ASERT	1. Identify Tier 1 Attendance interventions	Aug/Sept 2023	3
	Admin/ILT	2. Identify common WICOR strategies to be used in unit/lesson planning and begin the process among team of instructional rounds. 3. Share out PD to staff on the instructional round process that they will be participating in for semester 2.	Ongoing	3
	MS	4. Develop a common language around what engagement within our classrooms looks like at HP and incorporate student voice into the definition. 5. Incorporate WICOR strategies into unit/lesson planning. 6. Calibrate on using rubrics in grading student assessments.	Sept - Dec 2023	3
	AVID/SEL Team	7. Incorporate advisory lessons on what student engagement looks like at HP, using the shared definition that was created among staff and students.	Monthly	3
	Admin/ILT	8. Present on experience from the instructional round process.	Dec/Jan 23-24	1
How does this connect to the <a href="#">Graduate Portrait</a> and <a href="#">RESJ Framework</a>	MS PLC	9. Staff will participate in instructional rounds and provide feedback to each other on the WICOR strategies being incorporated into their unit/lessons.	Ongoing	4
	SIT	10. Use ABC/Kid chat/MAP data to review students' needs (academic and behavior).	Ongoing	3
Which PPS-specific domain(s) does this strategy support? In what ways?	Graduate Portrait	Positive, Confident and Connected Sense of Self  <i>Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. They are connected to networks of allies who serve as role models and advocates, strengthening their self-esteem by nurturing their personal and cultural assets and strengths. Students can identify sources of happiness and fulfillment and seek out activities that relate to their interests. Students can identify and regulate their own emotions and interact with others skillfully and with self-awareness and social-awareness. They have strong self-advocacy and relationship-management skills that enable them to set healthy boundaries, express their views, and manage disagreements with diplomacy and care.</i>		
	RESJ Framework	Implementing Strategies for Student Success - Closing the Opportunity Gap. 3.3 - Ability to integrate culturally responsive and gender-inclusive practices into strategies to		

		increase student success.
	Leadership	
	Talent Development	
	Stakeholder Engagement and Partnership	Student voice plays an important role in their experiences and how they feel engaged with their classes and school community. Being able to provide them a voice in this process is a key component to this work.
	Well-Rounded, Coordinated Learning	Using data to analyze our practice of delivering our instruction and creating opportunities for students to feel connected and have buy-in to their learning as well as providing opportunities for teachers to share and collaborate on their work together creates a coordinated learning environment.
	Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.2, 1.3, 1.4, etc.)

Goal 2:	By the spring of 2024, 100% of the clear and intact 6th-8th students will meet their OSAS ELA benchmark of meeting by the following sub groups of students.					
	African American Students by 3.2 percentage points Pacific Islanders Students by 2.7 percentage points Native American Students by 1.1 percentage points Latino Students by 2.6 percentage points Asian Students by 2.6 percentage points					
What are we going to do?	Strategy #2.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	If we: <div>1. Implement curriculum with fidelity</div> <div>2. Set goals with our students - using MAP data and projections as well as in program data</div> <div>3. Continue to monitor data in PLCs<div>a. Progress monitoring and in-program data</div><div>b. Students meeting minutes (usage goals)</div><div>c. Benchmark data</div></div> <div>4. Identify students by their needs and implement appropriate interventions and allow those interventions to be flexible to meet needs as students progress</div> <div>5. Create and implement a plan for regular progress monitoring and adjustments of interventions.</div> <div>6. Offer incentives for participation and growth.</div>			
			Students will all have access to high quality Tier 1 instruction and appropriate interventions provided by classroom teachers and reading specialists.			
		Then... (this will happen)			We will see all students improving in reading, meeting their growth goals and/or benchmark.	
		And... (this will be the benefit)				
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to	Fall	Winter	Spring		

	your “then” statement)	<p>OSAS scores from 22-23</p> <p>Benchmark all students using MAP Growth Reading.</p> <p>Identify students needing intervention and the skills needed.</p> <p>PD in PLC on need for strong Tier 1 instruction for all students and effective Tier 2 intervention where appropriate.</p> <p>PLC focus on unit/lesson planning with incorporating WICOR strategies, differentiating and scaffolding of units. Implement reading intervention and reading strategies for middle school students needing extra support in reading.</p>	<p>Continued PD within PLCs to support Tier 2 interventions within the classroom and strong Tier 1 instruction.</p> <p>Consistent implementation of both Tier 1 and Tier 2 supports in classrooms.</p> <p>Implement an instructional round process with staff. .</p>	<p>Continued PD within PLCs to support Tier 2 interventions within the classroom and strong Tier 1 instruction.</p> <p>Consistent implementation of both Tier 1 and Tier 2 supports in classrooms.</p> <p>Feedback from instructional round process.</p> <p>End of year reflection in PLC on our implementation of Tier 1 Core and Tier 2 interventions, beginning planning for next year.</p>	
	Measures of Evidence for Students (connect to your “and” statement)	Fall	Winter	Spring	
		<p>Review and analyze OSAS scores from 22-23</p> <p>Benchmark Assessment MAP Growth Reading.</p> <p>Student goal setting based on MAP Growth data and projections.</p> <p>Placement testing for intervention programs, as needed.</p> <p>Initial Progress Monitoring</p>	<p>Mid Year Benchmark Assessments</p> <p>Weekly or bi-weekly progress monitoring of students receiving interventions.</p> <p>Review goal setting based on MAP Growth data and projections.</p>	<p>End of Year Benchmark Assessments</p> <p>Weekly or bi-weekly progress monitoring of students receiving interventions</p> <p>Reflect on goal setting with MAP Growth data and projections.</p>	
<i>How will we get the work done?</i>	<b>Person or Team Responsible</b>	<b>Change Ideas to be Implemented This Year</b>		<b>Due Date</b>	<b>Related <a href="#">FIT Item(s)</a> (Consider 1 or 2)</b>
	ILT/Coach	1. Determine PLC agendas, and schedules		Ongoing	2
	Teachers	2. Student goal setting - Using MAP data and other summative/formative data.		3x/year minimum	3
	Teachers	3. Provide effective Tier 1 Core instruction to all students using curriculum provided with fidelity. 4. Utilize the district's unit planning process.		Daily	3

		5. Incorporate WICOR strategies into unit/lesson planning.		
	Teachers/Reading Spec.	6. Provide data driven intervention instruction to Tier 2 and Tier 3 students	Daily	3
	PLCs	7. Teacher teams reviewing data from Tier 1 Core assessments and Tier 2 progress monitoring	Monthly	3
	Instructional Coach	8. Coaching and PD on implementation of Tier 1 Core and Tier 2 intervention supports	Ongoing	3
<b>How does this connect to the <a href="#">Graduate Portrait</a> and <a href="#">RESJ Framework</a></b>	Graduate Portrait	Our goal will encompass inquisitive critical thinkers with deep core knowledge “They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence.” getting our students to reading at grade level will allow them to develop their critical thinking skills and develop a deeper mastery of their knowledge.		
	RESJ Framework	Through using benchmark and progress monitoring data to drive our students reading growth as well as, our PLC model we will use the lens from teaching and learning, “Identify, adopt, support and implement culturally responsive instructional practices” to develop our practice and our strategies for our students within reading.		
<b>Which PPS-specific domain(s) does this strategy support? In what ways?</b>	Leadership	Admin team and instructional coach will support teachers through PLCs, class visits/peer observations, and demonstration lessons.		
	Talent Development	PD opportunities for teachers on literacy and teaching the science of reading, curriculum adoption, LETRS training and allowing time to plan and incorporate into their classrooms.		
	Stakeholder Engagement and Partnership	Regular communication with families will ensure that they are aware of what their students are working on, Tier 1 and Tier 2. This will include ways the work can be supported at home.		
	Well-Rounded, Coordinated Learning	Allowing time for teachers to continue to meet in PLCs and analyze data on students' learning and adjust instruction/groups to meet the needs of their students.		
	Inclusive Policy and Practice	Ensuring all students have access to Core Instruction as well as, using a push-in model for our ELD and reading support team during a specific intervention time, ensures that all students will have access to Tier 1 core instruction as well as appropriate Tier 2 intervention support.		

Additional strategies may be added to support this goal (example: Strategy 2.2, 2.3, 2.4, etc.)

<b>Goal 3:</b>	<p>By the spring of 2024, 100% of the clear and intact 6th-8th students will meet their OSAS Math benchmark of meeting by the following sub groups of students.</p> <p>African American Students by 3.2 percentage points  Pacific Islanders Students by 2.7 percentage points  Native American Students by 1.1 percentage points  Latino Students by 2.6 percentage points  Asian Students by 2.6 percentage points</p>		
<b>What are we going to do?</b>	<b>Strategy #3.1</b> Written as a Theory of	If we... (do this action)	If we: 1. Implement curriculum with fidelity 2. Set goals with our students based on MAP Growth and projections as well as in program data

	Action and reflects evidence-based practices		3. Continue to monitor data in PLCs <ul style="list-style-type: none"> <li>a. Students meeting minutes (usage goals)</li> <li>b. Progress monitoring from interventions</li> <li>c. In-program and benchmark assessments</li> </ul> 4. Identify students with unfinished learning by their needs 5. Offer discrete skill interventions with the classroom teacher for students not making progress 6. Create and implement a plan for regular progress monitoring and adjustments of interventions. 7. Offer incentives for participation and growth in Dreambox		
		Then... (this will happen)	Students will all have access to high quality Tier 1 instruction and appropriate interventions provided by classroom teachers and support staff.		
		And... (this will be the benefit)	We will see all students improving in Math, meeting their growth goals and/or benchmark.		
<b>How will we know the plan is working?</b>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring	
		Review and analyze OSAS scores for 22-23  Benchmark all students using MAP Growth Math.  Identify students needing intervention and the skills needed and place them in math intervention courses.  Progress monitoring using in-program assessments.  PD in PLC on providing strong Tier 1 instruction for all students and effective Tier 2 intervention when appropriate.	Continued PD within PLCs to support Tier 2 interventions within the classroom and strong Tier 1 instruction.  Benchmark all students using MAP Growth Math.  Continue administering in-program assessments and progress monitoring.  Consistent implementation of both Tier 1 and Tier 2 supports in classrooms.	Continued PD within PLCs to support Tier 2 interventions within the classroom and strong Tier 1 instruction.  Consistent implementation of both Tier 1 and Tier 2 supports in classrooms.  End of year reflection in PLC on our implementation of Tier 1 Core and Tier 2 interventions, beginning planning for next year.	
		Fall	Winter	Spring	
		Student OSAS scores 22-23  Benchmark Assessment MAP Growth Math  Initial Progress Monitoring  Students set goals for MAP growth	Mid Year Benchmark Assessments MAP Growth Math  Weekly or bi-weekly progress monitoring of students receiving interventions.	Students reflect on goal setting around MAP.  End of Year Benchmark Assessments  Weekly or bi-weekly progress monitoring of students receiving interventions.	
<b>How will we get the work done?</b>	<b>Person or Team Responsible</b>	<b>Change Ideas to be Implemented This Year</b>		<b>Due Date</b>	<b>Related <a href="#">FIT Item(s)</a> (Consider 1 or 2)</b>
	Coach/ILT	1. Determine PLC agendas, and schedules		Ongoing	2

	Teachers	2. Using MAP data and other summative/formative data. 3. Utilize the district's unit planning process. 4. Incorporate WICOR strategies into unit/lesson planning.	3x/year minimum	3
	Teachers	5. Provide effective Tier 1 Core instruction using curriculum provided with fidelity	Daily	3
	Teachers	6. Provide data driven intervention instruction to Tier 2 and Tier 3 students	Daily	3
	PLCs	7. Teacher teams reviewing data from Tier 1 Core assessments and Tier 2 progress monitoring	Monthly	3
	Instructional Coach	8. Coaching/PD on implementation of Tier 1 Core and Tier 2 intervention supports	Ongoing	3
<b>How does this connect to the <a href="#">Graduate Portrait</a> and <a href="#">RESJ Framework</a></b>	Graduate Portrait	Our goal will encompass inquisitive critical thinkers with deep core knowledge “They use strong number skills in real-world mathematics applications, including finance....They have a growth mindset, knowing that new knowledge and skills are always possible, and they see mistakes and failures as learning opportunities.” Getting our students to grade level will allow them to develop their growth mindset, developing an ability to navigate with the ability to self advocate and develop a deeper mastery of their knowledge of math.		
	RESJ Framework	Through using benchmark and progress monitoring data to drive our students math growth as well as, our PLC model we will use the lens from teaching and learning, “Identify, adopt, support and implement culturally responsive instructional practices” to develop our practice and our strategies for our students within reading.		
<b>Which PPS-specific domain(s) does this strategy support? In what ways?</b>	Leadership	Admin team and instructional coach will support teachers through PLCs, class visits/peer observations, and demonstration lessons.		
	Talent Development	PD opportunities for teachers on math strategies and number talks as well as, allowing time to plan and incorporate into their classrooms.		
	Stakeholder Engagement and Partnership	Regular communication with families will ensure that they are aware of what their students are working on, Tier 1 and Tier 2. This will include ways the work can be supported at home.		
	Well-Rounded, Coordinated Learning	Allowing time for teachers to continue to meet in PLCs and analyze data on students' learning and adjust instruction/groups to meet the needs of their students.		
	Inclusive Policy and Practice	Using a push-in model for our specialists team (as appropriate), ensures that all students will have access to Tier 1 core instruction as well as appropriate Tier 2 intervention support.		

Additional strategies may be added to support this goal (example: Strategy 3.2, 3.3, 3.4, etc.)

## School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimesterly “Plan - Do - Study - Act” (PDSA) routines.  
**Example:** Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

ILCT will review the data above to determine the progress towards the SCIP goals at the end of each quarter.

Admin team and instructional coaches will review usage data for MAPS and follow up with grade level teams monthly.

The Middle School team will utilize the successful school data to determine next steps once it's released in the spring.

The Middle School team will utilize student survey data to determine next steps for future planning.

Staff will receive PD on the instructional round process throughout semester 1 and begin participating in instructional rounds building wide semester 2.

The chart below is to be completed at the time of each review of goal data. Extra rows can be added as needed.

<i>Per for ma nce Up dat es</i>	Date	Strategy (e.g. "1.1 Increase % of students reading at grade level...")	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more or different is needed?