School:
Campbell High School
Principal: Vanessa C. Watkins
School Year: 2023-24

## 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:
3. Use data to make decisions.

## Literacy Initiative (Goal):

Goal- We will increase the percentage of 10th grade students who score Proficient or Distinguished on the RI from August to December and January to May by $5 \%$. All students in the 9th and 10th grade will be expected to take the RI twice a year. By the end of the 10th grade students' RI score should be 1275 .

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

The RI will be given in August and December and then in January and May to all 9th and 10th grade students during their English Language Arts classes
The RI scores for 9th and 10th grades will be shared with ALL of the teachers.
Use of AVID Weekly with PD for the teachers.
Use of the WICOR strategies which will also require differentiated PD by content.
The AVID site team will conduct the PD.
WIN Wednesday will be used to work with students in small groups based on their Lexile scores.
The ranges for Lexile scores will be shared with all teachers during Preplanning

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

Rationale: $46 \%$ of students who took the American Lit EOC scored at 3's and 4"s. Grammar practice skills are embedded in the test questions. Students don't have the stamina for long reading and writing assignments.
Evaluate the RI scores and make comparisons after the second administration of the RI each semester
Review evidence of WICOR strategies being utilized on instructional plans and in CCC minutes
Include question \#3 from the PLC process on the instructional plan- what are you doing to assist students who did not learn it the first time.

Outcomes: (How do we measure success?)
Students in the 9th and 10th grades will increase their scores by at least 5\% on the second administration of the RI.

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

If our goal is met, we will increase growth projections for the following year and include writing for our goal next year.
If our goal is not met, we will reevaluate the strategies and determine another plan of action.

# Goal \#2: Math 

Superintendent's Priority: 3. Use data to make decisions.

## Math Initiative (Goal):

Goal: 29\% of students who are enrolled in Algebra I will score at levels 3 or 4 as measured by the
Algebra I summative assessment created by math leadership.

Critical Action: (What actions are necessary and by when?)
9th grade students Foundations of Algebra and Algebra I will be given a pre-test at the beginning of each semester during the first five days of school.
The eretest will be created during preplanning.
Instruction for Foundations of Algebral will no longer be taught like a year long Algebra I class.
Instruction for Foundations of Algebral will no longer be taught like a year long Algebral class.
Foundations standards will be taught during the first six weeks of the course in order to build foundational skills.
Students who did not master the foundational standards will be a cohort on WIN Wednesday among the Algebra I teachers.
The Algebra I Ceometry, and Advanced Algebra teachers will utitilize a Test $A$ and Test $B$ process at the end
The Algebra , Ceometry, and Advanced Algebra teachers will utitiile a Test $A$ and Test $B$ process at the end of every unit where students are retaught and retested. Students are then given the onportunity to demonstrate mastery on the $T$ est $B$
Professional development will be provided to teach the Algebral t teachers how to use manipulatives.

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

Rationale: A large number of 9th graders are moved to the next grade without scoring at Developing or higher on the EOCs.
806 students took the MI in August. Of the Algebra I students who took it, 443 scored Below Basic (55\%).
first administration of the unit test.
The math department chair will share the Interim and other Common Formative Assessment Data at least twice per semester during Building Leadership Team and Department meetings.

Outcomes: (How do we measure success?)
 which will include the students who scored $80 \%$ for the second administration.
 August, early December and April for the yearlong Algebra I students.

Reflection: (What do we do if goal is met or not met?)
If our goal is met, continue with the process and increase our growth goal.

If our goal is not met, we will reevaluate our strategies and adjust the plan.

## Goal \#3: School Selected

## Superintendent's Priority: Please choose one priority

School Selected Initiative (Goal):
N/A

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

Evidence: (How do we monitor progress?)

Outcomes: (How do we measure success?)

