

Success Plan at a Glance 2023-2024

***High Impact Instruction***

Teachers will deliver lessons that are aligned to the rigor of the standards, meet core actions, and demonstrate Cambridge teacher attributes. Teacher teams will intentionally plan to build independence and stamina through questions, engagement strategies, and opportunities for student collaboration.

* Intentional planning to include BEST standards, Cambridge teacher attributes, engagement strategies and opportunities for student collaboration
* Responsive instructional focus and practices addressing DIBLES, PM1, PM2, and PM3 data
* Continue Cambridge curriculum integration
* Questions will intentionally target the standards and allow opportunities for student discourse to deepen understanding and allow for multiple perspectives and solutions
* Student engagement strategies will allow for student perseverance to solve complex problems
* Release reading and practice to students throughout the lesson to encourage independence and provide differentiated supports to ensure student success
* Revisit the Opportunity Myth outcome influences of grade appropriate assignments, strong instruction, deep engagement and high expectations

***Excellence in Student Achievement***

Goal

1



***Data Driven Decisions***:

HPA will utilize systems to collect and organize data in order to monitor proficiency and growth for all students. As a school, HPA will engage in the problem-solving process using data to monitor the effectiveness of core instruction and intervention supports. HPA will use progress monitoring data to reflectively improve and plan for implementation of differentiated practices within tier I instruction.

* Use data to progress monitor performance of students receiving tier II or III instruction to determine student response to intervention and adjust as indicated
* Use data to progress monitor subgroup performance to ensure students are making progress towards meeting standards at an equitable level
* Utilize school-based resources to support tier needs in behavior and attendance
* Reflect and respond to tier I instructional needs based on CFA and formal assessment data
* Triangulate data from multiple sources to determine student progress monitor plans
* Use progress monitoring from PM1, PM2, PM3 and DIBLES to develop tier I action plans

***Excellence in Student Achievement***

***Collaborative Culture***

In order to increase staff and student engagement, HPA will establish and monitor a culture of collaboration and communication through PLCs and MTSS infrastructures. School teams will meet to monitor the goals and needs of the school.

* Incorporate Cambridge attributes, standards, and global perspectives throughout the school
* Continue to gather and implement feedback to improve climate and culture at HPA
* Continue SIT/MTSS structures to support teachers and students (academic, behavior, SEL, and attendance)
* Opportunities for all stakeholders to provide feedback, collaborate, and problem solve
* Increase inclusive practices to provide additional opportunities for students with disabilities to participate in general education and natural contexts (BPIE)
* Provide family / school connection opportunities with parent events and social media announcements

***Excellence in Student Achievement and Employee Success***

Goal

3

Goal

2