

# TSSP Assessment Criteria

**TSSP Overarching Goal:** Increase graduation rate to 88%.

- Measured by:
  - $\geq$  State average on ASPIRE test in 9th & 10th
  - $\geq$  District average in ACT
  - Yearly increase in AP/IB/CE participation

## How Assessments “Look” in Connection Throughout a Quarter

Graded & Retakable by Department Choice	Graded & Retakable	Graded & Redoable
$\geq 70\%$ of final grade		$\leq 30\%$ of final grade
<p><b>Common End of Unit Assessment</b></p> <p>Backwards Design: start with the end in mind by identifying standards you will assess.</p> <p>Should be comprised of Common Formative Assessments from that quarter.</p>	<p><b>Common Formative Assessment</b></p> <p>Every 6-7 class periods.</p>	<p>Daily Checks for Understanding and Reteaching</p> <ul style="list-style-type: none"> <li>● Not all daily checks will need to be graded</li> <li>● Prepare students for upcoming CFAs</li> <li>● Address any reteaching that needs to be done before CFAs                             <ul style="list-style-type: none"> <li>● Tier 1 reteaching may occur in class</li> <li>● Tier 2 reteaching may occur in APP</li> </ul> </li> </ul>
	<p><b>Common Formative Assessment</b></p> <p>Every 6-7 class periods.</p>	
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## Examples of Daily Checks for Understanding:

- Teacher questioning with feedback
- Starter
- Entrance / Exit Ticket
- Spiral Review
- 3-5 Sentence Summaries / Quiz
- Student self-assess on Objective Tracker
- Daily assignment
- Teacher check-in with choral response, groups, partnering, pair-shares, or with individual student
- Quick write
- Whiteboards
- Fist to Five and Thumbs Up/Down
- Technology Assisted Review, e.g. Quizlet, Kahoot, Nearpod, Canvas, etc.
- Teacher questioning with feedback
- Teacher Interview with feedback
- Outline
- Rough draft of writing
- Group created review (response questions or quiz questions)
- Student peer-assessment or self-assessment on a rubric in preparation for a summative assessment (project, paper, exam)

## Formative Assessments Need to Be:

- Based on the learning intentions taught within the unit
- Retakable
- Graded
- Drive your instruction
- Lead to the End of Unit Assessment

## End of Unit Summative Assessment Need To Be:

- Comprised of the Formative Assessments from that quarter
- Based on the learning intentions taught within the unit
- Graded
- Retakeable based on Department Choice
- Drive your instruction

## 2020-21 Hillcrest High School -- Teacher and Student Success Plan (TSSP)

<p><b>Overarching School Goal</b></p> <p>Increase graduation rate to 88%.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>•Equal to or greater than State average on ASPIRE test in 9th &amp; 10th</li> <li>•Equal to or exceed District average in ACT</li> <li>•Yearly increase in AP/IB/CE participation</li> </ul>	<p><b>School Vision:</b></p> <ul style="list-style-type: none"> <li>•Every Husky, Every Day</li> <li>•Relationships, Relevance, Rigor</li> </ul>
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<b>Hillcrest Academics</b>	<b>Hillcrest School Climate</b>
<p><b><u>Problem Statement</u></b></p> <p>We believe the problem is that the proficiency percentages as referenced in the 2019 State Accountability Report for math, science, ELA, ACT, and readiness coursework are lower than the achievable capacity for the students at Hillcrest High School. This is perpetuated by a need for strengthening collective efficacy school-wide.</p>	<p><b><u>Problem Statement</u></b></p> <p>We believe the problem is a student's uninformed desire to be anonymous creates a culture of academic failure and a lack of care for their social and emotional wellbeing. The data shows that the students want to be successful, but they are stressed and overwhelmed with school. This is perpetuated by the lack of time and stratagem necessary for accomplishing the "Every Husky, Every Day" reality.</p>
<p><b><u>Academic Performance Goals</u></b></p> <ul style="list-style-type: none"> <li>● Every teacher/ PLC will create and administer 1 CSA per quarter.</li> <li>● Every teacher/PLC will create and administer 3 CFAs per quarter with a pass rate of 80% <i>(after retakes)</i>.</li> <li>● We will increase our school readiness (currently at 74.3%) to meet or exceed State average (currently at 81%).                             <ul style="list-style-type: none"> <li>○ AP/IB/CE enrollment leads to a higher predictability for graduation.</li> </ul> </li> <li>● Meet or exceed District average in ACT 18+ Readiness Score (currently district is 71%)</li> </ul>	<p><b><u>School Climate Performance Goals</u></b></p> <ul style="list-style-type: none"> <li>● Achieve a 90% average quarterly attendance rate.</li> <li>● Achieve a 90% quarterly APP attendance rate among students needing Tier 2 support.</li> <li>● Measured by the CTESS Teacher/ Student Surveys, we will increase our performance yearly on the following survey questions:                             <ul style="list-style-type: none"> <li>○ My teacher knows when I do not understand (school 3.19/4, district 3.23/4).</li> <li>○ My school is a place where I feel safe (school 3.02/4, district 3.2/4).</li> </ul> </li> <li>● Keep students in school using a 0% student suspension philosophy.</li> </ul>
<p><b><u>Academic Learning Goals</u></b></p> <p>Teachers will use...</p> <ol style="list-style-type: none"> <li>1) Continuing effective IPLC data-driven teams                             <ol style="list-style-type: none"> <li>a) Teacher Clarity: learning intentions and success criteria (ie. "I Can" statements)</li> <li>b) Backward Design: summative assessments will create the daily learning intentions/CFAs</li> <li>c) Teachers should limit the standards of focus to priority standards when creating assessments and related learning intentions.</li> <li>d) Teachers will use the 2020-2021 TSSP Assessment Criteria</li> </ol> </li> <li>2) Structured Classroom Discussions</li> <li>3) Using data to identify and implement re-teaching groups                             <ol style="list-style-type: none"> <li>a) Teachers and students will use APP as a Tier 2 strategy for reteaching content knowledge and skill building beyond Tier 1 instruction.</li> </ol> </li> <li>4) Comprehensive Close Reading of Informational/ Literary Text</li> <li>5) Interactive Note-Taking: Focusing on relevant instructional standards with a clearly student written stated objective, capturing, questioning, summarizing, and reviewing and applying.</li> <li>6) Hillcrest High School will establish a Readiness Coursework committee to increase enrollment in AP/IB/CE courses.                             <ol style="list-style-type: none"> <li>a) The committee will focus on department presentations, communicating program benefits and opportunities to the Hillcrest community.</li> <li>b) Offer ACT review courses for 11th graders</li> </ol> </li> </ol>	<p><b><u>School Climate Learning Goals</u></b></p> <p>Teachers Will Use:</p> <ul style="list-style-type: none"> <li>● Academic Planning Period (APP)</li> <li>● Reteaching Groups</li> <li>● Electronic Hall Pass</li> <li>● APP incentives (PBIS stamps, Husky Cards)</li> <li>● Counselor-initiated Husky Huddles</li> <li>● Husky Recognitions</li> <li>● Husky Grams</li> <li>● Attendance Incentives</li> <li>● School-wide Attendance Plan</li> <li>● Effective SST Team Coordination</li> <li>● Effective CARE Team Coordination</li> <li>● Effective schoolwide committees that address students' social-emotional needs</li> <li>● Hopeful Beginnings support for social-emotional needs</li> <li>● Student Restoration Under Facilitation (RUF)</li> <li>● Effective BLT Leadership</li> <li>● Facilitating community and school relationships</li> </ul>