## Reading Action Plan

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| **School Improvement Goal** | It is our goal to improve required state testing in **reading**, math and science achievement. Comprehension scores in both literary and informational texts are low. Content vocabulary will be intentionally taught in context and is readily available for student review on "Word Walls" (GLAD strategy). OSPI released test items will be embedded into instruction. Critical content reading, problem solving and writing to the prompt and in the content areas will also be areas of emphasis. |
| **Target Population** | All 9-12 HTH students including TA Title I |
| **Learning Strategies** | Monthly meetings CCSS, GLAD strategies such as Cognitive Content Dictionary, etc., other best practices for reading instruction. |
| **Rationale** | Students are well below state and local benchmarks in certain areas. Student deficiencies depend on individual student abilities and circumstances as they enter HTH. Differentiated instructional strategies based on NWEA, HSPE and "Lexile" testing results should result in incremental improvements in reading and writing skills. Additionally, appropriate courses are assigned in reading and writing as skill levels increase over time. |

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# Math Action Plan

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| **School Improvement Goal** | It is our goal to improve required state testing in reading, **math** and science achievement. Comprehension scores in both literary and information texts are low. Vocabulary will be intentionally taught in context and is readily available for student review on "Word Wall" (GLAD strategy). OSPI released test items will be embedded into instruction. Critical reading, problem solving and writing to the prompt and in the content areas will also be areas of emphasis. |
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| **Target Population** | All 9-12 HTH students including TA Title I |
| **Learning Strategies** | Meet monthly/Grade level collaboration to talk about implementing sound researched based strategies plus the use of:<br><br> GLAD Strategies<br><br>Building on Previous Knowledge<br><br>Direct Instruction<br><br>Manipulatives<br><br>Organization of Notes |
| **Rationale** | Math scores are low; many students come to us who are missing both math content and processes. Once students have developed prerequisite skills, they will use those skills at higher levels of Bloom's Taxonomy with optional learning styles addressed ranging from content specific projects, text book and or digital curricula or a combination of all. Math instruction will target content strands and the math process of solving problems/reason logically. Currently, students use math manipulative as appropriate. Math scores are slowing improving. |
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# Science Action Plan

| School Improvement Goal | It is our goal to improve required state testing in reading, math and **science** achievement. Comprehension scores in both literary and information texts are low.  Vocabulary will be intentionally taught in context and is readily available for student review on "Word Wall" (GLAD strategy).  OSPI released test items will be embedded into instruction. Critical reading, problem solving and writing to the prompt and in the content areas will also be areas of emphasis. |
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| **Target Population** | All 9-12 HTH students needing to pass the EOC for Biology |
| **Learning Strategies** | Collaboration to stay current with changes in EOC and transactions to NCSS. Practice with EOC Release Items Practice with EOC Templates EOC Vocabulary Direct instruction GLAD strategies Pre-post test Linking to prior knowledge/metacognition Use of Science Notebook |
| **Rationale** | Most students come to us with holes in their learning and science is no different.  We implement writing using content common core state standards and also look at curriculum adoption.  We need to have a strong understanding of the impact of writing in all content areas.  This includes reading/understanding of specific content text for science. |

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