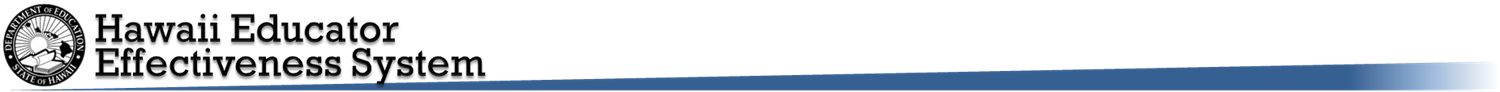
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**MOANALUA HIGH SCHOOL STUDENT SUCCESS PLAN (SSP) TEMPLATE**

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| **Teacher Name:** | | **School:** | | **Complex:** | |
| **Grade:** | **Content Area:** | | ***Course Name:*** | | ***Period:*** |

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| **Student Population:** |
| Total Number of Students \_\_\_\_\_ Males \_\_\_\_\_ Females\_\_\_\_\_ SPED Inclusion \_\_\_\_\_ SPED Pullout \_\_\_\_\_ ELL \_\_\_\_\_  GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  Additional Information: |

Interval of instruction necessary to address goal: \_\_\_ yearlong \_\_\_ semester \_\_\_ other (for quarter, track or trimester courses only)

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| **SSP Components** |  |
| **Power/Priority Standard**  *What are the most important knowledge/skills I want my students to know and be able to do?* | **Power/Priority Standard:**  **Learning Targets:**  **Aligned Standards/Benchmarks:**  **Rationale:**  **Depth of Knowledge level (underline level):** 1 2 3 4 |
| **Assessments**  *How will I know if my students have met the learning goal?* | **Assessment Plan (check all that are applicable):**  ***Baseline Data:*  I will collect baseline data from:**   * **Student Work Samples** * **Informal Observations** * **Student Self-Assessment** * **Peer Assessment** * **Formative Assessments** * **Summative Assessments** * **CIA Assessments** * **Grades** * **Other (Briefly Explain)**   ***Final Data:*  I will collect final data from:**   * **Student Work Samples** * **Informal Observations** * **Student Self-Assessment** * **Peer Assessment** * **Formative Assessments** * **Summative Assessments** * **CIA Assessments** * **Grades** * **Other (Briefly Explain)** |
| **Expected Targets**  (To be recorded on Record Sheet)  *What are my learning expectations for each student?* | **(Results from the record sheet.)**  Total number of students at start:  Number of students who transferred/withdrew:  Total Number of Students Who Met or Exceeded Expectations:  Percentage of Students Who Met or Exceeded Expectations: |
| **Instructional Strategies**  *What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**   1. **MoHS Success Standards** 2. **Gather and Organize Information (e.g. note taking, thinking maps, outlining and citations): (How will students gather and organize information)** 3. **Solve Complex Problems (e.g. formulate, create, design, synthesize, draw conclusions):**   **(State the complex problems below & strategies used to solve)**   1. **Defend Their Thinking by Citing Evidence (e.g. critique, compare, connect, prove, argue): (How will students defend their thinking with evidence?)** 2. **Other Planned Instructional Strategies for All Students: (Check & briefly explain)**   **7 Instructional Strategies:**   * **Examples and Exemplars** * **I Do, We Do We Do We Do, You Do** * **Concert to Pictorial to Abstract** * **Think-Pair-Share** * **Writing** * **Questioning Strategies** * **Descriptive Feedback**  1. **Strategies to help *Almost Ready and Not Ready* Students (check all that apply)**  * **Chunking** * **Effective Questioning** * **Extended Wait Time** * **Heterogeneous Grouping** * **Differentiated Grouping (e.g. small group, partner, skill Level)** * **Use of Technology (e.g. text to self, IPAD, sharing info using blogs, discussion board, communicate info through email, use of apps for data collection)** * **Universal Design for Learning (UDL)** * **Other (List)**  1. **Strategies to enrich *More Than Ready* Students (check all that apply)**  * **Independent Activities** * **Community Based Projects** * **Pursuing Personal Interests** * **Pose Multiple/Alternate Solutions** * **Teach Others** * **Other (List)** |
| **Reflections** | **Successes:**  **Challenges:**  **Next Steps:** |
| **Results** | **MoHS SSP Record Sheet with Final Results MUST be attached (same sheet as Expected Target).** |

**SSP Rating Scale**

*Teacher should attach the class record for students assessed. Teacher should also have available accompanying student assessments and scored rubrics.*

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| **SSP Rubric #1: Emergency hire and Probationary semester 0-2 at start of school year** | | | |
| **☐ 4 (Highly Effective)** | **☐ 3 (Effective)** | **☐ 2 (Developing)** | **☐ 1 (Ineffective)** |
| 76-100% of students showed growth over term/year | 56-75% of students showed growth over term/year | 45-55% of students showed growth over term/year | Less than 45% of students showed growth over term/year |
| **SSP Rubric #2: Probationary semester 3-4 at start of school year** | | | |
| **☐ 4 (Highly Effective)** | **☐ 3 (Effective)** | **☐ 2 (Developing)** | **☐ 1 (Ineffective)** |
| 76-100% of students showed growth over term/year | 61-75% of students showed growth over term/year | 50-60% of students showed growth over term/year | Less than 50% of students showed growth over term/year |
| **SSP Rubric #3: Probationary semester 5+ at start of school year and Tenured teachers** | | | |
| **☐ 4 (Highly Effective)** | **☐ 3 (Effective)** | **☐ 2 (Developing)** | **☐ 1 (Ineffective)** |
| 86-100% of students showed growth over term/year | 70-85% of students showed growth over term/year | 55-69% of students showed growth over term/year | Less than 55% of students showed growth over term/year |