

Horizon Science Academy 2018-2019 Improvement Plan

GOAL 1: By engaging students in the classroom with student-centered activities, 75% of students will demonstrate at least 1.5 years of growth in math and ELA as measured by STAR assessments.

BASELINE DATA SUPPORTING GOAL 1:

Grade/Section	Average Grade Level Math
6th MIT	4.8
6th Yale	4.9
7th Harvard	4.9
7th Stanford	5
8th Columbia	5.1
8th Princeton	5.6
9th MIT	5.6
9th Yale	5.5
9th Harvard	6.1
9th MIT(Geometry)	8.6
10th Cornell Geometry	5.2
10th Princeton Geometry	6.2
11th Geometry	6.9
11th Yale Algebra II	7.8
11th Penn Algebra II	12.6
12th Algebra II	5.8
12th Consumer Math	5.5
12th Pre-Calculus	12.6

Grade/Section	Average Grade Level Reading
6th MIT	4.4
6th Yale	4.2
7th Harvard	4.4
7th Stanford	5.4
8th Columbia	5.3
8th Princeton	5.7

9th MIT	6.5
9th Yale	5.3
9th Harvard	5.8
English II/Holman	5.7
10th Cornell	6.1
10th Princeton	6.4
11th Penn	6.3
11th Yale	6.5
12th Columbia	8.3
12th Stanford	6.3

HIGH PROBABILITY STRATEGY TO ACHIEVE GOAL 1:

The administrative team has set clear goals for teacher performance that will maximize instructional time and engage students in more student-centered learning. Administration will track and observe teacher growth using the levels below as descriptors:

Level 1 - Teachers in math and ELA will pull group expectations from STAR software and put leveled groups in teams 3 out 5 days and set norms for student behavior in groups. Transitions are smooth, activities are connected to standards. All core subject teachers will engage in student group work 3 out of 5 days.

Level 2 - Every group is engaged in work with appropriate DOK levels for the standards built in and aligned to their STAR data. Teachers plan group work so that students are engaged bell to bell

Level 3 - Teachers use data to group students based on levels of understanding as evidenced in the classroom pre-tests (none, major misconceptions, minor misconceptions, and enrichment). Teachers use more small group and think-pair-share rather than teacher led instruction

Level 4 - Teachers employ various student-centered assessments (pre-, formative and summative) and activities such as simulations, PBL, experiments, inquiry, and instructional resources (Alex) etc... at least 3 out 5 days

Action steps:

1. Administrators will conduct a data literacy training where teachers look for patterns in the data (PI score data, value-added, AMO) and examine trends within grade levels and vertically in each subject by looking at sub-scores. Administrators will provide data from Tide AIR and STAR trend reports. Teachers will learn to use the STAR reporting and instructional grouping tools and will be expected to use TBT time after each administration of the STAR assessment to look for patterns and discuss changes in instruction and support to address gaps.
2. Teachers will receive training on developing strong classroom assessment that is aligned to state standards and tracking student data through assessment data analysis and a mastery gradebook format. They will learn to expand assessments to uncover not just what students can demonstrate, but also why they are failing to demonstrate mastery on missed items, so they can use the assessment results to drive instruction. Teacher assessments will

use question formats similar to STAR and state assessments to ensure an appropriate DOK level.

3. 100 percent of state-tested core subject teachers will demonstrate level 3 or 4 teaching consistently by December 31, 2018.
4. Students will track their own data on standards and write academic goals with their teachers quarterly after STAR assessments. The goal setting will reinforce the writing process (claim, data, warrant), as students will identify set goals related to a problem area and use their own data as evidence to support their goal is reasonable and relevant. They will then detail action steps and track their study habits to identify the most effective study habits and learning styles.

GOAL 2: Improve student engagement and time on task in the classroom, as measured by changes in multiple data points, including:

- 20% increase in teacher and student perception of school climate, as measured by the items on the climate survey directly related to academic climate
- 25% decrease in number of office referrals that are coded with behaviors related to student disengagement (Disruptive behavior, Insubordination) comparing the last year for each quarter except Q1
- 10% increase in earned PBIS merit points in each quarter for 2018-2019 school year
- 50% increase in time on task measures based on quarterly observations
- Continual increase by at least 10 percent on data related to student engagement and time on task as measured by walk through data

DATA SUPPORTING GOAL 2:

Satisfaction Survey Results- Percentage of stakeholders Agree or Strongly Agree

Dayton High	13-14	14-15	15-16	16-17	17-18
Staff	43%	63%	71%	46%	66%
Parent	92%	81%	92%	99%	100%
Student	47%	38%	47%	62%	67%

Total Incident Counts for Disruptive Behavior and Insubordination

School Year	Q2	Q3	Q4	Total (Q2-Q4)
2017-2018	85	113	116	314
2018-2019 (25% Decrease Goal)	64	85	87	236 (75%of 314)

PBIS Merit Points Goals

School Year	Q1	Q2	Q3	Q4
2018-2019	90000	99000	108900	119790

HIGH PROBABILITY STRATEGY TO ACHIEVE GOAL 2:

By focusing on instructional quality as our first goal, we believe much of the student experience will change in a positive way, which will also help us achieve Goal 2. By expanding and enhancing our current PBIS program and offering more engaging instruction (detailed in Goal 1), we can amplify its impact to encourage intrinsic motivation for positive behavior.

Action steps:

1. Expand our PBIS efforts (SOAR) to include descriptions of positive behavior expectations in various instructional settings (group work, lab work, project based learning, etc.) and add teacher behaviors to our current SOAR rubric
2. Improve teacher compliance with new progressive referral system and reduce level 1 misbehavior referrals to the AP of School Culture
3. Improve teacher and student relationships and engagement through peer observation, a day in the life, CSAD and other assigned trainings, online courses from BCHF, teacher support meetings aimed at helping them identify positive behaviors and reward SOAR.
4. Require quarterly administration of a truncated student culture survey that focuses on perceptions of the PBIS experience and perceptions about academic culture

Survey will have standard questions that will allow for pre-post analysis, including:

- questions related to the student experience of the PBIS
- questions about academic culture pulled from the student culture survey

GOAL 1 ACTION STEPS
Four steps is required.

Action Step 1**(What will be done?)**

Administrators will conduct a data literacy training where teachers look for patterns in the data (PI score data, value-added, AMO) and examine trends within grade levels and vertically in each subject by looking at sub-scores. Administrators will provide data from Tide AIR and STAR trend reports. Teachers learn to use the STAR reporting and be expected to use the instructional grouping tools. TBT time after each administration of the STAR assessment will be dedicated to looking for patterns and discussing changes in instruction and support to address gaps.

Responsibilities:**(Who Will Do It?)**

Assistant Principal of Academics, and Data coach

Progress Benchmark:**(Student-Based)**

Students' growth will accelerate from one administration to the other with the largest gains between the second and third administration and third and fourth administration. 80% of the students will show expected growth in the STAR scale score from the first administration to the second and 75% of students will show above expected growth in subsequent administrations of the assessment.

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-2*:Star Data

Quarter-3: Star Data

Quarter-4: Star Data

*Star data for Quarter-1 will be our diagnostic data

Action Step 2**(What will be done?)**

Teachers will receive training on developing strong classroom assessment that is aligned to state standards and tracking student data through assessment data analysis and a mastery gradebook format. They will learn to expand assessments to uncover not just what students can demonstrate, but also why they are failing to demonstrate mastery on missed items, so they can use the assessment results to drive instruction. Teacher assessments will use question formats similar to STAR and state assessments to ensure an appropriate DOK level.

Responsibilities:**(Who Will Do It?)**

Data Coach and Assistant Principal of Academics provide training and support
Teachers track mastery of standards being taught

Progress Benchmark:**(Student-Based)**

100% of students will have state-tested core subject teachers tracking the mastery of the standards being taught and 75% of students will show mastery of at least 80% of the standards taught thus far.

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-1: Teacher gradebook records on ConceptSIS with a comparison to STAR data to look for correlations and growth

Quarter-2: Teacher gradebook records on ConceptSIS with a comparison to STAR data to look for correlations and growth

Quarter-3: Teachers gradebook records on ConceptSIS with a comparison to STAR data to look for correlations and growth

Quarter-4: Teacher gradebook records on ConceptSIS with a comparison to STAR data to look for correlations and growth

Action Step 3**(What will be done?)**

100 percent of state-tested core subject teachers will demonstrate level 3 or 4 teaching consistently by December 31, 2018. This means they will:

- use data to group students based on levels of understanding as evidenced in the classroom pre-tests (none, major misconceptions, minor misconceptions, and enrichment)
- use more small group and think-pair-share rather than teacher led instruction
- offer group instruction at least three days per week and provide differentiated instruction based on classroom and STAR data
- group students differently based on data related to the standards being taught, so students will receive appropriate remediation and extension
- provide activities that are student centered and require the appropriate DOK level for the standards being covered
- design activities will engage students from bell to bell
- track student mastery in a standards-based gradebook.

Responsibilities:**(Who Will Do It?)**

Teachers with administrative support and oversight

Progress Benchmark:

(Student-Based)

- Students will receive an increasing amount of group work through the year as measured by quarterly student assessments
- 100% of the students in state-tested courses will have access to at least level 3 or 4 instruction, as measured by teacher evaluation ratings and walk through observations data.

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-1: teacher evaluation ratings and walk through observations data and student survey data quarterly (we will ask: how often are you working in groups, are you always in the same group, and are you doing meaningful classroom activities bell to bell?)

Quarter-2: teacher evaluation ratings and walk through observations data and student survey data

Quarter-3: teacher evaluation ratings and walk through observations data and student survey data

Quarter-4: teacher evaluation ratings and walk through observations data and student survey data

Action Step 4**(What will be done?)**

Students will track their own data on standards and write academic goals with their teachers quarterly after STAR assessments. The goal setting will reinforce the writing process (claim, data, warrant), as students will identify set goals related to a problem area and use their own data as evidence to support their goal is reasonable and relevant. They will then detail action steps and track their study habits to identify the most effective study habits and learning styles.

Responsibilities:**(Who Will Do It?)**

Students and teachers

Progress Benchmark:**(Student-Based)**

At least 95% of the students will keep their data folder up to date on the Google classroom and complete quarterly goal setting and written reflections on the actions that yield a high impact on their learning.

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-1: Google classroom data folders

Quarter-2: Google classroom data folders

Quarter-3: Google classroom data folders

Quarter-4: Google classroom data folders

GOAL 2 ACTION STEPS
Four Steps is required

Action Step 1

(What will be done?)

Expand our PBIS efforts (SOAR) to include descriptions of positive behavior expectations in various instructional settings (group work, lab work, project based learning, etc.) and add teacher behaviors to our current SOAR rubric. This will ensure students are aware of the expectation during various types of activities in class and will help teachers feel more empowered to try new student-centered activities.

Responsibilities:

(Who Will Do It?)

Teachers and AP of School Culture

Progress Benchmark:

(Student-Based)

The average monthly points earned for PBIS will increase by 10%, showing students are adopting the behaviors that are worth more points.

Evidence to Support Benchmark:

(Dated-Based)

Quarter-1: Percentage of classrooms with required signage, PBIS point growth, walk through data related to student engagement, quarterly observations from the sponsor related to time on task

Quarter-2: PBIS point growth, walk through data related to student engagement, quarterly observations from the sponsor related to time on task

Quarter-3: PBIS point growth, walk through data related to student engagement, quarterly observations from the sponsor related to time on task

Quarter-4: PBIS point growth, walk through data related to student engagement, quarterly observations from the sponsor related to time on task

Action Step 2**(What will be done?)**

Improve teacher compliance with new progressive referral system and reduce level 1 misbehavior referrals to the AP of School Culture

Responsibilities:**(Who Will Do It?)**

AP of School Culture and teachers

Progress Benchmark:**(Student-Based)**

Students will be consistently de-escalated in classrooms and will have fewer referrals to the AP of School Culture

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-1: Discipline and referral data that is directly related to items that indicate student disengagement

Quarter-2: Discipline and referral data that is directly related to items that indicate student disengagement

Quarter-3: Discipline and referral data that is directly related to items that indicate student disengagement

Quarter-4: Discipline and referral data that is directly related to items that indicate student disengagement

Action Step 3**(What will be done?)**

Improve teacher and student relationships and engagement through peer observation, a day in the life, CSAD and other assigned trainings, online courses from BCHF, teacher support meetings aimed at helping them identify positive behaviors and reward SOAR.

Responsibilities:**(Who Will Do It?)**

AP School Culture and staff

Progress Benchmark:**(Student-Based)****Evidence to Support Benchmark:****(Dated-Based)**

Quarter-1: PBIS merits and logbook entries

Quarter-2: PBIS merits and logbook entries

Quarter-3: PBIS merits and logbook entries

Quarter-4: PBIS merits and logbook entries

Action Step 4**(What will be done?)**

Require quarterly administration of a truncated student culture survey focused on academic culture and teacher expectations

Survey will have standard questions that will allow for pre-post analysis, including:

- questions related to the student experience of the PBIS
- questions pulled from the student culture survey related to academic culture and teacher expectations

Responsibilities:**(Who Will Do It?)**

AP Student Culture and APA will select a subset of questions from the student survey to use as a progress monitoring tool. The questions they select will specifically align to behavior and engagement in the classroom

Progress Benchmark:**(Student-Based)**

100 percent of students will be in classrooms where teachers ask for their feedback after each quarter
Our progress monitoring of school culture questions will show student satisfaction growing toward our goal of 20% improvement

Evidence to Support Benchmark:**(Dated-Based)**

Quarter-1: Last year's survey results compared to the initial set of teacher feedback surveys and fidelity of implementation of survey by teachers

Quarter-2: Pre-post analysis of unit surveys and fidelity of implementation of survey by teachers

Quarter-3: Pre-post analysis of unit surveys and fidelity of implementation of survey by teachers

Quarter-4: Pre-post analysis of unit surveys and fidelity of implementation of survey by teachers