

Lake Hamilton Junior High

School Improvement Plan

2021-2022

“One Pack, One Purpose, Our Students’ Success!”

Mission	LHJH ensures high levels of learning and growth for all students and adults within a safe, supportive, and collaborative culture.
Vision	We are a professional learning community where policies, practices, and procedures model a high reliability school.
Collective Commitments	<ul style="list-style-type: none">• WE WILL PROVIDE A SAFE ENVIRONMENT FOR ALL STUDENTS.• WE WILL TEACH THE IDENTIFIED ESSENTIAL STANDARDS THROUGH A GUARANTEED AND VIABLE CURRICULUM.• WE WILL PROVIDE HIGH LEVELS OF INSTRUCTION AND MAINTAIN HIGH EXPECTATIONS OF ALL STUDENTS, REGARDLESS OF THEIR BACKGROUND.• WE WILL PROVIDE A SAFE AND RESPECTFUL LEARNING ATMOSPHERE TO MEET THE NEEDS OF EVERY STUDENT.• WE WILL BE A POSITIVE CONTRIBUTING MEMBER OF OUR COLLABORATIVE TEAMS AND TAKE COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING OF THE ESSENTIAL STANDARDS.• WE WILL MAKE DATA-DRIVEN INSTRUCTIONAL DECISIONS ON STUDENT- LEARNING THROUGH THE ANALYSIS OF COMMON ASSESSMENTS IN ORDER TO PROVIDE INTERVENTIONS AND EXTENSIONS FOR ALL STUDENTS.• WE WILL ENSURE LEARNING FOR ALL STUDENTS EVEN IF IT IS NOT COMFORTABLE FOR THE ADULTS.• WE WILL PROVIDE STUDENTS WITH MULTIPLE OPPORTUNITIES TO DEMONSTRATE MASTERY OF LEARNING ON THE ESSENTIAL STANDARDS.
Achievement Goals	<p>Goal 1: There will be an increase in the reading ACT Aspire results in ready and exceeding categories from 60% to 70% in 8th grade and 44% to 54% in the 9th grade by the end of the 2021-2022 school year as indicated by ACT Aspire results.</p> <p>Goal 2: There will be an increase in the math ACT Aspire results in the ready and exceeding category from 45% to 55% in 8th grade and 39% to 49% in 9th grade by the end of the 2021-2022 school year as indicated by ACT Aspire results.</p> <p>Goal 3: There will be an increase in the science ACT Aspire results in the ready and exceeding category from 46% to 56% in 8th grade and 43% to 53% in 9th grade by the end of the 2021-2022 school year as indicated by ACT Aspire results.</p>
Process Goals	<p>To become a Model PLC/HRS Level 2 school as evidenced by:</p> <ul style="list-style-type: none">• HRS Level 2 Certification by March (Spring Break) 2022 utilizing the Moodle Platform and virtual coaching by a Marzano Associate, Mike Ruyle• Model PLC Application to Solution Tree by 2022.• Implement the MTSS up to and including a functional Tier 3 intervention system as evidenced by schedules, agenda minutes, and student learning data.

**Needs
Assessment**

LHJH Comprehensive Needs Assessment

Our school completes a Comprehensive Needs Assessment by analyzing many different sources of data. Student achievement data is collected from NWEA and the ACT Aspire summative assessments, along with the PreACT for ninth graders; this combined data will be used to determine strengths and weaknesses in our curriculum, as well as our teaching staff. We will cross-check the test scores against each other to further identify gaps in our curriculum. We use parent surveys and student surveys, including the Gallup Poll and High Reliability Schools Levels 1 and 2, to gather perception data on school programs and to evaluate the culture of our school. We also analyze all sets of data to look for demographic patterns. Once the data from our “Comprehensive Needs Assessment” has been analyzed, we construct a plan with input from all stakeholders.

Current 2021-2022 Demographic Information:

Total Enrollment 675
Gifted & Talented 7.26%
Special Education 9.33%
Limited English Proficient (LEP) 3.85%

2020-2021 ACT Aspire Data Combined Building Totals:

MATH (638 tested)

In Need of Support- 35.3%
Close- 22.3%
Ready- 26.2%
Exceeding- 16.3%

ENGLISH (639 tested)

In Need of Support- 13.1%
Close- 11.5%
Ready- 24%
Exceeding- 46.4%

SCIENCE (638 tested)

In Need of Support- 34.5%
Close- 20.6%
Ready- 23.7%
Exceeding- 21.2%

READING (638 tested)

In Need of Support- 24%
Close- 24%
Ready- 29.5%
Exceeding- 23%

WRITING (not scored independently)

ELA (679 students)

50.3% Met Readiness Benchmark 8th Grade

50.2% Met Readiness Benchmark 9th Grade

STEM (681 students)

13.2% Met Readiness Benchmark 8th Grade

14.5% Met Readiness Benchmark 9th Grade

ACT Aspire Data By Demographic 8th Grade:

ENGLISH- Overall Readiness 75%

- Economically Disadvantaged 71%
- ELL 31%
- IEP 15%

READING- Overall Readiness 60%

- Economically Disadvantaged 57%
- ELL 15%
- IEP 9%

SCIENCE- Overall Readiness 46%

- Economically Disadvantaged 37%
- ELL 0%
- IEP 3%

MATH- Overall Readiness 45%

- Economically Disadvantaged 38%
- ELL 0%
- IEP 3%

ACT Aspire Data By Demographic 9th Grade:

ENGLISH- Overall Readiness 65%

- Economically Disadvantaged 57%
- ELL 20%
- IEP 5%

READING- Overall Readiness 44%

- Economically Disadvantaged 39%
- ELL 0%
- IEP 0%

SCIENCE- Overall Readiness 43%

- Economically Disadvantaged 33%
- ELL 0%
- IEP 5%

MATH- Overall Readiness 39%

- Economically Disadvantaged 30%
- ELL 0%
- IEP 0%

All English Language Learner (EL) students were assessed using the state-mandated English Language Proficiency Assessment 21 (ELPA21). The ELPA21 evaluates English proficiency in listening, speaking, reading, and writing. ELs who have not been exited from the program receive sheltered instruction provided by their classroom teachers in all content areas. Eight of the active 8th grade and four of the active 9th grade EL students who scored at a Level 1 (Emerging) or a Level 2 (Progressing) on the ELPA21 were also placed in an English classroom with “push-in” ESL support. Additionally, three of the 8th grade and two of the 9th grade students scoring Level 1 or 2 (Emerging or Progressing) were placed in an English Language Development (ELD) class.

Below grade-level students are identified using DIBELS and ACT Aspire data. These students are placed in Math 180 and Academic Reading programs in order to help close the achievement gap between them and their peers who are scoring “Ready.” Because of our high poverty rate, after-school transportation is often a problem for students who need extra intervention; therefore, these programs are implemented during the school day. Along with specialized classes (resource, co-taught, ELL) and intervention programs (Math 180 and Academic Reading Intervention), WolfTime is also utilized for remediation on essential standards.

Student Perception Data:

During the fall of 2018, Lake Hamilton Junior High School students were given a Gallup Student Poll. Results show that 34% of students feel “engaged” in the school program while 32% feel “not engaged” and 34% feel “actively disengaged.” As far as how our students feel about their future, 37% are “hopeful” while 34% feel “stuck” and 29% feel “discouraged.” In the area of “Entrepreneurial Aspiration,” 34% of students plan to start their own businesses but only 21% feel they are learning how to start and run a business in school. In the area of “Career/Financial Literacy,” an overwhelming 82% of LHJH students cited being involved in at least one activity. Slightly more than half of students report that they are learning how to save and spend money; similarly, 44% report they actually have their own bank accounts with money in them.

Arkansas Prevention Needs Assessment Survey (APNA) Data:

During the fall of 2019, 273 LHJH 8th grade students took this survey, which is designed to assess adolescent substance use and related behaviors, along with risk and protective factors that predict these behaviors. In the category of “Alcohol, Tobacco, and Other Drug Use,” the number of LHJH

students who had ever used alcohol, cigarettes, marijuana, prescription drugs, over-the-counter drugs, meth, and heroin exceeded the state average; however, the number of our 8th graders who had used these substances during the past 30 days was lower than the state's average in all but a few categories--synthetic marijuana, prescription drugs, and over-the-counter drugs. In the "Heavy Use and Antisocial Behavior" category, LHJH 8th graders were above the state average for binge drinking, for being drunk or high at school, and for being attacked to harm. When looking at the "Risk Factors" category, the school stayed below or close to the state average in almost all areas--with the exception of "Depressive Symptoms." In this area, the school has surpassed both the state and seven-state norm for the last two years; youth who are sad and have negative feelings about themselves and life are more likely to use drugs. In the "School Safety Profile," the percentage of students who feel unsafe at school has decreased from approximately 34% to 20%, reflecting positive lockdown features that have been added to our campus. "Sources and Locations of Alcohol Use" shows an alarming number of students- close to double the state rate- who claim to drink alcohol at home with their parents' permission.

Parent/Community Perception Data:

The parent survey conducted during Parent/Teacher Conferences indicated the following needs:

1. Better organization/ more information about school events
2. Better communication with parents of struggling students

High Reliability Schools (HRS) Level 2 Survey Data:

Of the eight leading indicators for HRS Level 1, both students and staff were in agreement with the following four indicators:

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Data from this survey indicates that students agree with the following indicators but that teachers were more neutral on them:

Survey results indicate both staff and student disagreement with the following indicators, suggesting these areas need reform:

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LHJH is seeking HRS Level 2 Certification during the 2021-22 school year and compiling growth areas and strength areas to create lagging indicators and gather quick data for all leading indicators to ensure effective teaching in every classroom at LHJH.

Curriculum and Instruction:

All content areas will continue to receive professional development on the PLC concepts of essential standards, common assessments, and targeted intervention. All students will read and analyze multiple novels over the course of the year in core content classes. Math teachers will continue to implement Standards-Based Grading (SBG), with a focus on adjusting proficiency scales. The entire staff is working to develop additional assessments for students to take in place of semester tests, thereby providing them with multiple opportunities to show their learning. English

teachers are in year five of implementing the *Empowering Writers* program. Science teachers will continue to implement the Next Generation Science Junior High Standards (NGSS). Finally, our coding program continues to grow through the addition of elective classes. All teachers are developing proficiency scales for each of their essential standards.

LHJH Model Of Instruction:

During the 2019-2020 school year, our guiding coalition conducted two book studies- one on *Learning by Doing* and the other on *Leading a High Reliability School*. The guiding coalition then led the same two book studies (one each semester) for our entire staff within their collaborative teams. This obviously led us as a staff to pursue the PLC Grant through the ADE, as well as to pursue HRS Level 1 Certification purchased through Marzano resources; going through the processes of implementing PLCs and of certifying in HRS Level 1 is allowing us to receive leadership coaching feedback on how to continue improving our school.

Prior to the start of the fall semester of the 2020-2021 school year, the entire staff was led through the process of developing a schoolwide instructional model. The process started with the guiding coalition conducting a book study on *The New Art and Science of Teaching*; this information was disseminated to teachers through their collaborative team leaders. Each element that was incorporated into our model has been studied by all teams during a weekly focus on one or two of them; discussion centers on what each element might look like in our classrooms and how we can become better at each. We refer back to the *NASOT* book to frame the discussion around specific elements to build shared knowledge among staff. Below is the link to our instructional model. All teachers for the 2021-2022 school year will develop their PGP's based on our instructional model.

LHJH Instructional Model

Professional Development:

Certified staff members are required to obtain a minimum of thirty-six hours of state-approved professional development credit per year. The Lake Hamilton School District requires all certified staff to get an additional nine hours for a total of forty-eight hours of professional development per year. All teachers will be required to get six "flex days" this summer; RISE Academy and Science of Reading are mandated, with the remaining days to be spent working in grade-level, content-area teams to continue the development of essential standards, common assessments, and proficiency scales, as well as the increased incorporation of literacy into all content areas. The remainder of professional development will be provided by the district throughout the year.

The Lake Hamilton Junior High School staff will also have job-embedded professional development over the next two years provided by Solution Tree experts in curriculum, assessment, and PLC implementation through the ADE's PLC Grant. Each Solution Tree coach will work with teams on their individual and building goals. Additionally, teachers will each select two elements from the *NASOT* upon which they would like to improve and will subsequently receive embedded

professional development on their Professional Growth Plan (PGP) instructional growth goals. While we prefer teachers to choose focus elements from our school’s instructional model, we also plan to give teachers choice as the instructional model grows each year. Leaders will use observations to provide teachers with feedback on their specific instructional growth goals. Teachers will be involved in Instructional Rounds each semester to learn from one another by observing their colleagues in action. Global PD and the Marzano Compendium is also utilized to provide feedback on best practices.

READING GOAL #1

There will be an increase in the reading ACT Aspire results in ready and exceeding categories from **60% to 70%** in 8th grade and **44%-54%** in 9th grade by the end of the 2021-2022 school year as evidenced by ACT Aspire results.

PLAN

Goal or outcome based on analysis of student needs

Collaborative teams will focus on identifying the essential curriculum and working collaboratively through a collective cycle of inquiry to monitor and improve student achievement providing extra time and support for students in need of support and extending learning for students who have learned the intended curriculum.

The school’s literacy plan will focus on embedding grade-appropriate reading, writing, and collaborative communication into all courses. All teachers will demonstrate knowledge of the “Science of Reading” through their focus on morphology, etymology, the structure of the English language, and vocabulary development; they will work together to create a culture of literacy throughout the building. Struggling readers, as identified through teacher input and assessment information highlighted on the data wall, will be double-blocked in literacy using the creation of a “Strategic Reading” course. Other intervention programs and dyslexia intervention will be evidence-based and built upon the Orton-Gillingham methodology used at the lower levels.

Evidence-based interventions and practices to be implemented

In order to support reading proficiency, all teachers will incorporate grade-appropriate books, articles, magazines, and other various texts into their daily/weekly curriculum to promote authentic literacy.

All teachers will focus on morphology, etymology, the structure of the English language, and domain-specific vocabulary development-- all of which will be aligned to the Science of Reading and horizontally/vertically-aligned during staff development.

Students identified as struggling readers by a combination of teacher input and data wall assessment information will be double-blocked in a “Critical Reading” course for Tier 3 intervention.

English teachers will have priority days devoted to intervention three days a

	<p>week. Library Media Specialist will also incorporate reading into the library to promote reading.</p> <p>The Lake Hamilton Bookmobile will travel to various locations throughout the district one day per week during the summer to provide books and reading activities for students of all ages.</p> <p>In order to create an environment that fosters curiosity through collaborative communication, all staff will find ways to promote conversations about books with students (i.e. signs on doors with what teacher is currently reading, book talks, book club, etc.).</p> <p>Intervention (including dyslexia) will utilize Orton-Gillingham methodology.</p>
<p>Professional Learning necessary for adults to deliver the interventions and practices</p>	<p>All teachers will work in collaborative teams utilizing the training and expertise of Solution Tree Associates through the ADE: PLC Cohort to help guide teams to answer the four questions of a professional learning community through a cycle of collective inquiry on best strategies and best practices to monitor student achievement on the essential curriculum and strengthen the culture of collaboration among staff.</p> <ol style="list-style-type: none"> 1. What do we want students to learn and be able to do? 2. How will we know if they have learned the intended curr 3. What will we do for those students who have not learned what was intended for them to learn? 4. What will we do for those students who have learned <p>All teachers will demonstrate knowledge of the Science of Reading after completing the three full days of professional development mandated by the RISE initiative.</p>
<p>DO: IMPLEMENT PLAN</p>	
<p>Describe the implementation timeline for monitoring of the interventions and practices for effectiveness</p>	<p>Administration and Guiding Coalition will monitor the progress of collaborative teams through observation of team meetings, production of artifacts/products of the collaborative teams' work, and students data.</p> <p>Science of Reading Day 2 training will be completed online using Arkansas Ideas.</p> <p>Science of Reading Day 3 training will be provided during the summer of 2021.</p>
<p>CHECK: ASSESS, REFLECT, AND ACT FOR IMPROVEMENT</p>	
<p>Describe the timeline and procedures for evaluations of the</p>	<p>Collaborative teams will assess, reflect, and improve upon best practices and strategies through their learning-assessment cycles every three weeks by:</p>

interventions and practices for effectiveness.

- Determining essential standards utilizing the R.E.A.L criteria each year and unit by unit
- Creating and aligning common assessments to the ACT Aspire summative assessment and progress monitoring by giving interim assessments twice per year
- Creating SMART Goals unit by unit throughout the school year and then monitoring success of achieving those goals
- Collecting and analyzing the data from common assessments
- Collecting CFA and CSA data every three weeks and uploading it into a data protocol spreadsheet that will help guide teams through a set of questions for reflection on assessment design, plan intervention/extension lessons, and best teaching practices
- Making instructional plans for students who need support, students who are close, and students who have mastered the essential skill
- A Tracking the Work of Teams document is also used to monitor the work of collaborative teams for each unit of study. Below is an example.

Tracking the Work of Teams						
Commitment Due Date	ES Unit Map	SMART Goal	CFA/CSA Date	CFA/CSA Results Spreadsheet CFA=Learning Target CSA=Essential Standard	Team Meeting Date to Review CFA/CSA Results using Data Protocol	Flex Days Dates (Intervention days built in to pacing)
English						
English 8th	ES.4	SMART Goal	CFAs: 1/21, 1/27, 2/4, 2/9 CSA: 2/11	CFA/CSA Results	1/22, 1/29, 2/12	Day 10 (Feb. 1st) & Day 20 (Feb. 15th)
English 9th	ES.7	SMART Goal	CFAs: 1/28, 2/4 CSA: 2/10	CFA/CSA Results	1/29, 2/5, 2/11	1/29, 2/5, 2/11
Math						

At the end of the school year, the leadership team will evaluate our progress toward creating a culture of literacy and will create/modify practices for the next school year. Additionally, literacy programs and intervention will be assessed for their status as evidence-based and aligned to Orton-Gillingham methodology.

MATH GOAL #2

There will be an increase in the math ACT Aspire results in the ready and exceeding category from **45% to 55%** in 8th grade and **39%-49%** in 9th grade by the end of the 2020-2021 school year as indicated by ACT Aspire results.

PLAN

Goal or outcome based on analysis of student needs

Collaborative teams will focus on identifying the essential curriculum and working collaboratively through a collective cycle of inquiry to monitor and improve student achievement providing extra time and support for students in need of support and extending learning for students who have learned the intended curriculum.

Along with all content/level instructional teams continuing to adjust common assessments and subsequent interventions based on student performance, all teams will continue to develop proficiency scales to accompany all essential standards in order to ensure that proficiency is calibrated among all students. Additional time to collaborate on this work will be provided with common planning time and late-start Mondays.

<p>Evidence-based interventions and practices to be implemented</p>	<p>All subjects will give common assessments based on essential skills. Student proficiency on these assessments will be calibrated using proficiency scales developed by unpacking the essential standards into learning targets and carefully defining each term.</p> <p>Instructional teams will disaggregate data from common assessments to identify students needing intervention.</p> <p>Individual and small group remediation/intervention will be provided during “Wolf Time” (additional class period added to the daily schedule for team meetings and point-in-time remediation).</p> <p>Grade-level, content-area teams will have additional collaboration time for this work through common planning and late-start Mondays.</p>
<p>Professional Learning necessary for adults to deliver the interventions and practices</p>	<p>Continued Solution Tree professional development training and support during summer and throughout the 2020-2021 school year, beginning with a small team attending Solution Tree’s “Annual Conference on Assessment and Grading” in June.</p> <p>Global PD videos will be used to clarify questions that arise throughout PLC development.</p> <p>Professional book studies will continue, starting at the Guiding Coalition level and going down to the individual grade/team level. The Guiding Coalition is a group of teacher leaders, representative of all groups in the building, who bring questions and issues from their teams for this shared leadership group to answer/solve collaboratively. Any changes to the building’s operation start with discussions in this team’s weekly meetings. Additionally, a major purpose of this group is the building of collective knowledge to be shared with all staff members; this knowledge centers on the four pillars and the building’s achievement goals.</p> <p>One day a week we begin the day in our guiding coalition meeting and then move to departmental teams to provide information to teams to gather feedback for decision-making purposes. We also share information pertaining to our progress on school initiatives and build shared knowledge around those initiatives. This year we have been sharing our work around the PLC, HRS, and HES initiatives. We also have been learning within our teams the elements of our instructional model using the NASOT book.</p>
<p>DO: IMPLEMENT PLAN</p>	
<p>Describe the implementation timeline for monitoring of the interventions and practices for effectiveness</p>	<p>Pre-school professional development will reinforce the PLC concepts of identifying essential standards using the R.E.A.L criteria each year, creating common assessments, and developing proficiency scales.</p> <p>At the beginning of each unit of study, teachers will review essential standards, common assessments, and proficiency scales, making necessary adjustments as</p>

	<p>they collaboratively work through their units of study.</p> <p>All courses will include three-week instruction/assessment cycles, each of which will culminate in a data protocol team meeting with discussions about interventions and extensions related to the current essential standard. Along with these three-week teacher data cycles, test results from both NWEA and ACT Aspire interim tests will be disaggregated both in the fall and in the spring. These interim results, along with the ACT Aspire summative test results, will be utilized each summer to help identify curriculum strengths and weaknesses, as well as gaps that may exist.</p> <p>Teams will be monitored through a team tracking document (shown above) where teams enter their units of study, SMART Goal, assessments, assessment dates, data spreadsheets with data protocol, data team review dates, and flex dates to provide intervention prior to summative assessment. This is done for each essential standard. Throughout the year</p>
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CHECK: ASSESS, REFLECT, AND ACT FOR IMPROVEMENT

<p>Describe the timeline and procedures for evaluations of the interventions and practices for effectiveness</p>	<p>Collaborative teams will assess, reflect, and improve best practices and strategies through their learning-assessment cycles by;</p> <ul style="list-style-type: none"> ● Determining essential standards utilizing the R.E.A.L criteria each year and Unit by Unit. ● Creating and aligning common assessments to the ACT Aspire State Assessment ● Creating SMART Goals unit by unit. ● Collecting and Analyzing the data from common assessments ● Making instructional plans for students who need support, students who are close, and students who have mastered the essential skill. <p>At the end of the school year, instructional teams will evaluate the effectiveness of their instructional practices, common assessments, proficiency scales, and interventions.</p>
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SCIENCE GOAL #3

There will be an increase in the science ACT Aspire results in the ready and exceeding category from **46% to 56%** in 8th grade and **43%-53%** in 9th grade by the end of the 2020-2021 school year as indicated by ACT Aspire results.

PLAN

<p>Goal or outcome based on analysis of student needs</p>	<p>Collaborative teams will focus on identifying the essential curriculum and working collaboratively through a collective cycle of inquiry to monitor and improve student achievement providing extra time and support for students in need of support and extending learning for students who have learned the intended curriculum.</p> <p>Along with all content/level instructional teams continuing to adjust common assessments and subsequent interventions based on student performance, all</p>
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	<p>teams will continue to develop proficiency scales to accompany all essential standards in order to ensure that proficiency is calibrated among all students. Additional time to collaborate on this work will be provided with common planning time and late-start Mondays.</p>
<p>Evidence-based interventions and practices to be implemented</p>	<p>All subjects will give common assessments based on essential skills. Student proficiency on these assessments will be calibrated using proficiency scales developed by unpacking the essential standards into learning targets and carefully defining each term.</p> <p>Instructional teams will disaggregate data from common assessments to identify students needing intervention.</p> <p>Individual and small group remediation/intervention will be provided during “Wolf Time” (additional class period added to the daily schedule for team meetings and point-in-time remediation). Priority days are set for English, Math, and Science teams to provide targeted interventions based on analysis of common formative and common summative assessment data.</p> <p>Grade-level, content-area teams will have additional collaboration time for this work through common planning and late-start Mondays.</p>

<p>DO: IMPLEMENT PLAN</p>	
<p>Describe the implementation timeline for monitoring of the interventions and practices for effectiveness</p>	<p>Pre-school professional development will reinforce the PLC concepts of identifying essential standards, creating common assessments, and developing proficiency scales.</p> <p>Throughout the year, teachers will review essential standards, common assessments, and proficiency scales, making necessary adjustments as they go through learning units.</p> <p>Throughout the year, interventions and practices will be monitored and adjusted for student success in mastering essential standards.</p>
<p>CHECK: ASSESS, REFLECT AND ACT FOR IMPROVEMENT</p>	
<p>Describe the timeline and procedures for evaluations of the interventions and practices for effectiveness</p>	<p>Collaborative teams will assess, reflect, and improve best practices and strategies through their learning-assessment cycles by;</p> <ul style="list-style-type: none"> ● Determining essential standards utilizing the R.E.A.L criteria each year and Unit by Unit. ● Creating and aligning common assessments to the ACT Aspire State Assessment ● Creating SMART Goals unit by unit. ● Collecting and Analyzing the data from common assessments ● Making instructional plans for students who need support, students who are close, and students who have mastered the essential skill.

At the end of the school year, instructional teams will evaluate the effectiveness of their instructional practices, common assessments, proficiency scales, and interventions.

SCHOOL IMPROVEMENT PROCESS GOAL:

To obtain High Reliability School-Level 2 status by the end of the 2021-2022 school year as evidenced by Level 2 certification through Marzano Resources.

PLAN

Goal or outcome based on analysis of student needs

LHJH guiding coalition and collaborative teams will focus on improvement in the area of ensuring Effective Teaching in Every Classroom.

Evidence-based interventions and practices to be implemented

The High Reliability Schools framework for Level 1 has eight leading indicators in which our guiding coalition and staff will focus throughout the 2020-2021 school year. We will collect artifacts and evidence that pertain to each leading indicator and develop lagging indicators. We will then collect quick data on a monthly basis to determine areas for growth.

Professional Learning necessary for adults to deliver the interventions and practices

LHJH guiding coalition and staff will receive HRS Virtual coaching and feedback by Mike Ruyle to help guide us on this journey to become Level 1 certified.

DO: IMPLEMENT PLAN

Describe the implementation timeline for monitoring of the interventions and practices for effectiveness

LHJH guiding coalition will upload artifacts and products to the Moodle platform to be reviewed and assessed by Mike Ruyle and Marzano Associates on a weekly basis. Our goal is to be certified by the close of the 2020-2021 school year. In order to achieve this goal, each member on the guiding coalition is paired up with another member to work through one leading indicator as a pair. These partner groups will review the survey data on their assigned indicator and then collect relevant evidence pertaining to its success or growth.

CHECK: ASSESS, REFLECT, AND ACT FOR IMPROVEMENT

Describe the timeline and procedures for evaluations of the interventions and practices for effectiveness

Mike Ruyle, along with the guiding coalition will review evidence, artifacts, and data on a frequent basis to monitor and assess where we are in the process of becoming Level 1 certified through Moodle.

Evidence-based interventions and practices to be implemented

The guiding coalition will review the HRS Level 1 indicators on a weekly basis using the HRS framework to gather best practices and strategies for improving each indicator.