

Horizon Science Academy Columbus Middle School
IMPROVEMENT PLAN

009179
2350 MORSE ROAD
Columbus, OHIO 43229

For Implementation during the following years: FY 2022 – FY 2024

Members of School Team	
Name: Michael Pratt	Title: Board President
Name: Murat Efe	Title: Superintendent
Name: Hasan Akkaya	Title: Principal
Name: Jamie Gibson	Title: AP of Academics
Name: Gregory Brown	Title: Test Coordinator
Name: Ismail Kucuk	Title: RTI Coordinator
Name: Abigail Walters	Title: School Counselor
Name: Dawnetta Downer	Title: School Counselor
Name: Emily Oakley	Title School Counselor
Name: Alysia Mitzel	Title: AP of School Culture
Name: Hope Raschke	Title: AP of School Culture
Name: Christopher Blose	Title: AP of School Culture
Name: Judy Wilaputra	Title: SpEd Coordinator

Name: Ahmet Erdal	Title: Treasurer
Name: Rebecca Johnson	Title: 8th grade PLC Leader
Name: Anne Macdonald	Title: 7th grade PLC leader
Name: Taryne Blincoe	Title: 6th grade PLC leader

Last Date Reviewed/Revised by School Team:

Date Reviewed by School Governing Authority:

Note: School plans must be developed in consultation with parents, teachers, administrators, Governing Board member(s) & other appropriate school personnel.

SCHOOL MISSION/VISION STATEMENT
<p>Mission We Prepare Students to Succeed in College and the World by Offering a High-Quality, College-Prep, STEM Education.</p> <p>Vision, Our school, provides opportunities for students to gain skills and knowledge to thrive in and enhance future academic, professional, and community settings.</p>

<p>Does the School Improvement Plan Support the School's Mission/Vision Statement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>By addressing the needs of all students, including those with disabilities, improving our understanding of using data to drive student-centered instruction and engage with the RTI process, and increasing the rigor of our activities and assessments, our students will be prepared for college or other postsecondary planning, including career pathways.</p>
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ADDITIONAL INFORMATION

Point of Contact for School Improvement:

Name:	Hasan Akkaya Position: Principal
Telephone Number:	614 428 6564 ext:105 Email Address: akkaya@hsacm.org
Name of Operator (if applicable): Concept Schools	
Name of Sponsor:	Buckeye Community Hope Foundation
Is your school affiliated with an educational service center (ESC)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, which ESC?	

Please check all that apply:

<input type="checkbox"/>	This school is identified as a priority school.
<input type="checkbox"/>	This school received a special education rating of needs intervention
<input type="checkbox"/>	This school is required to develop and implement a Reading Achievement Plan (RAP).
<input type="checkbox"/>	This school is identified as a focus school.
<input type="checkbox"/>	This school received a Direct Student Services grant for 2020-21.
<input type="checkbox"/>	This school is applying for a Round 2 Direct Services grant.
<input type="checkbox"/>	This school applied/is applying for school improvement (1003) grant funding.
	This school currently receives SIG funding.

<input type="checkbox"/>	
<input type="checkbox"/>	This school is identified as ‘at-risk’ for closure due to poor performance.

COMPREHENSIVE NEEDS ASSESSMENT

DATA REVIEWED & ANALYZED:

In addition to statewide assessments, check all school data reviewed and analyzed in preparation and development of the School Improvement Plan.

School Data	English Language Learner (ELL) Data	Special Education Data
<input checked="" type="checkbox"/> Statewide Assessments <input checked="" type="checkbox"/> Formative Assessments <input checked="" type="checkbox"/> Interim Assessments <input checked="" type="checkbox"/> Summative Assessments <input type="checkbox"/> SAT/ACT Assessments <input type="checkbox"/> Graduation Rates <input type="checkbox"/> Attendance Data <input type="checkbox"/> Fiscal Resources <input checked="" type="checkbox"/> Teacher/Administrator Observation Data <input type="checkbox"/> Stakeholder Focus Group Information <input type="checkbox"/> Student Demographics Data <input type="checkbox"/> Stakeholder Survey Information <input type="checkbox"/> Family Engagement Data <input type="checkbox"/> Free & Reduced Lunch Achievement Gap Data <input checked="" type="checkbox"/> Subgroup Achievement Gap Data <input type="checkbox"/> Coordination of Services for FRL, ELL, and/or IEP students <input type="checkbox"/> Reading Achievement Plan <input type="checkbox"/> Grants <input type="checkbox"/> Other: _____	<input type="checkbox"/> Service Delivery Models <input type="checkbox"/> Content/ESL Staffing & Trainings <input type="checkbox"/> Policies & Procedures <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Monitoring Former ELLs (exited less than two years) <input type="checkbox"/> AMAOs/OELPA Analysis <input type="checkbox"/> Comparison of OELPA with other Assessments (i.e., CRT, MAP, Proficiency, etc.) <input type="checkbox"/> Achievement Gap Data (i.e., graduation rates, attendance, interim test scores, etc.) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Alternate Assessment Significant Cognitive Disabled (AASCD) <input checked="" type="checkbox"/> Achievement Gap Data <input checked="" type="checkbox"/> Individualized Educational Programs (IEP) <input type="checkbox"/> Service Delivery Model <input type="checkbox"/> Special Education Procedures – Schoolwide <input checked="" type="checkbox"/> Special Education Profile <input checked="" type="checkbox"/> Special Education Ratings (for last 3 years) <input type="checkbox"/> IEP Team Membership/Attendance <input checked="" type="checkbox"/> IEP Compliance <input type="checkbox"/> Approaches to Testing Accommodations <input type="checkbox"/> Special Ed Staffing & Professional Development <input checked="" type="checkbox"/> Availability of Curriculum for IEP Students <input checked="" type="checkbox"/> Special Ed Policies & Procedures <input type="checkbox"/> Other: _____

Please attach copies of other data reviewed or analyzed as part of the Improvement Plan needs assessment.

RESULTS FROM DATA ANALYSIS: Identify the data sources or evidence that support the statements made in the narratives under Areas of Strength and Areas of Concern.

Areas of Strength

One area of strength is the teamwork within staff leadership and opportunities for support for staff. The model includes a Professional Leadership Community (PLC) for all grade levels, Unified Arts and Remediation staff. We also have designated time to address the areas of Math, Literacy, Arts, RTI, and Special Education. These meetings occur twice a month in order to discuss concerns in each grade level and each department. PLC leaders also meet with their team on a weekly basis to provide feedback regarding any concerns or to discuss any other information.

Stability of leadership and staffing, including the special education department. We have about 80% retention of staff over the past two years. All teachers and intervention specialists are credentialed appropriately.

Gap Closing. We are a recipient of the Ohio Department of Education Momentum Award for three consecutive years (2017, 2018, and 2019), and the Ohio Coalition for Quality Education "School of Excellence" 2017-2018 award, for exceeding expectations in improving student growth.

Years of previous experience in implementing Positive Behavior Intervention Support plans. PBIS bronze medal recipient two years in a row.

Areas of Concern: Identify the ROOT CAUSE for each area of concern

Area of Concern 1:

Special education students do not receive their accommodations with 100% fidelity.

Root Cause:

Inexperience with adjusting teaching strategies for students with IEPs, including tracking accommodations and differentiating. Lack of communication and collaboration between general education teachers and the SPED department.

Area of Concern:2

Low levels of achievement in the areas of Reading and Math among all students on State Testing. Then low level of achievement for our ELL students on the OELPA. Our High School test results are also below expectations.

Grade	Math State Test		ELA State Test		Science State Test	
	2021	2022	21	22	21	22
6th grade	6%,	15%	19%	31%		
7th grade	10%	10%	36%	40%		
8th grade	15%	11%	27%	34%	31%,	40%

OELPA	2021	2022
6th grade	20%	21%
7th grade	3%	13%
8th grade	12%	23%

Assessment State Test

Algebra I 54%, 69.2%

Although our achievement rate on the Spring 2021 OST fell below expectations in all areas, but we went up in the 2022 school year. we did make significant gains in value-added for both years. There is significant evidence that the district's students made less growth than expected in some areas, but kept the traditional high growth in most areas.

Districts and Schools

Horizon Science Academy
Columbus Middle School
(009179) ▼

Value-Added

Accountability Value-Added



Horizon Science Academy Columbus Middle School (009179)

Ohio School Report Card Value-Added Measures

The Ohio Star Rating School Report Card system includes Value-Added as graded measures within the progress component. This includes the Overall Value-Added, as well as the gifted subgroup in English language arts, math, and science.

Accountability Measure	Current Year		
	Index	Effect Size	Rating
Overall	3.67	0.12	4 Stars

Current Year

Subject	Grade	Number of Students	Growth Measure	Standard Error	Index	Effect Size
English Language Arts	All	426			3.11	0.15
	6	150	-0.5627	1.0149	-0.55	-0.04
	7	136	3.3402	0.9625	3.47	0.29
	8	140	2.5286	0.9483	2.67	0.22
Mathematics	All	420			1.00	0.04
	6	147	-0.2861	0.8398	-0.34	-0.02
	7	135	0.3431	0.8420	0.41	0.03
	8	114	0.9194	0.9871	0.93	0.08
Science	All	125			3.13	0.26
	8	125	6.4554	2.0628	3.13	0.26
Algebra I	All	24	6.8856	3.2358	2.13	0.36
Overall / All Subjects	All	427			3.67	0.12
	6	150			-0.60	-0.03
	7	137			2.62	0.16
	8	140			3.78	0.19



Significant evidence that the school exceeded student growth expectations.

Progress

The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests.

For more detailed data on Progress and Value-Added, [click here](#).

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

















Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

What are your trends in growth and achievement?

This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore your growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.

OST Tested reports include all students tested at the school. OST Accountable reports include only those students accountable to that school.

Subject	← Year	← Grade	Effectiveness Level	Growth Index	Growth Measure	Standard Error	Student Count
OST English Language Arts - Accountable	2021	6	 Red 	-3.19	-3.7	1.1	145
		7	 Light Green 	0.02	0.0	1.1	152
		8	 Light Green 	-0.12	-0.1	1.1	139
OST Mathematics - Accountable	2021	6	 Red 	-6.99	-6.8	1.0	139
		7	 Red 	-3.17	-2.9	0.9	149
		8	 Dark Green 	2.29	2.4	1.0	107
OST Science - Accountable	2021	8	 Light Green 	0.34	0.7	2.2	116
OST EOC Algebra I - Accountable	2021	N/A	 Dark Green 	1.05	4.1	3.9	16

What are your trends in growth and achievement?

This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore your growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.

OST Tested reports include all students tested at the school. OST Accountable reports include only those students accountable to that school.

Subject	← Year	← Grade	Effectiveness Level	Growth Index	Growth Measure	Standard Error	Student Count
OST English Language Arts - Accountable	2019	6	Light Green	0.14	0.1	1.0	154
		7	Light Green	0.86	0.8	0.9	171
		8	Dark Green	2.31	2.2	0.9	157
OST Mathematics - Accountable	2019	6	Orange	-2.88	-2.5	0.9	154
		7	Dark Green	4.14	3.2	0.8	171
		8	Dark Green	2.72	2.6	0.9	129
OST Science - Accountable	2019	8	Dark Green	4.36	8.1	1.9	150
OST EOC Algebra I - Accountable	2019	N/A	Light Green	-0.49	-1.4	2.9	27

Based on this data, we explored our classroom observation data and our GPA data. We uncovered a large discrepancy between student grades and state and vendor test scores. We award honor roll and merit roll to our students for GPAs above 3.5 and 3.0 respectively. Last year, 30% of our students earned Merit Roll and 20% earned Honor Roll, so while nearly half our students are being

recognized for academic success, they are failing to demonstrate proficiency on state and vendor assessments. This discrepancy reveals that the rigor of assessments in the classroom are subpar and not aligned to the appropriate DOK levels needed for students to engage in the critical thinking required on state and vendor assessments. Based on our classroom observations, we have also noticed the primary method of instruction is the whole group where individual needs are not being addressed.

Root Cause:

Low levels of achievement can be attributed to:

- Lack of student engagement in the classroom by not using the appropriate DOK levels needed for students to engage in the critical thinking required for State Testing.
- Increased learning gap with students new to our building.
- Lack of fidelity or use of interventions in the classroom.
- Discrepancy in the rigor of assessments in the classroom to the rigor of State assessments.
- Not incorporating multiple methods of instruction to meet individual students' needs.

Area of Concern: 3

School discipline is declining and we have more referrals and more behavioral issues occurring. The most concerning behavioral issue that has increased is fighting between students in 2021. School started better in 2022-23 unfortunately it declined after a few months. We are working on more positive and educating our school culture for the new comers, students and teachers.

Root Cause:

Decline in students' knowledge and understanding of social awareness and self management skills. There is also the expertise of staff in classroom management and pbis strategies. This year, the structure of school was a cause for the referrals that were submitted.

INQUIRY PROCESS

What are the causes/factors in the areas of Curriculum & Instruction, Assessment, Climate, Support Services and/or Leadership that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
PRIORITY NEED/GOAL 1: By 2024, Special education students will receive their accommodations with 100% fidelity. We will monitor our progress annually by	Root Causes: Inexperience with adjusting teaching strategies for students with IEPs, including tracking accommodations and differentiating. Lack of communication and collaboration between general education teachers and the SPED department.	Solutions (Strategies): Purchased Read 180 for use for IEP students SDI in reading and phonics. System 44 is incorporated into the program. Split Focus into 3 sections with part time Focus and part time Reading in 2 of the sections and 1 full time in Focus class. Training on Lexia and Aleks for classroom teachers to use more effectively.
PRIORITY NEED/GOAL 2: By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area	Root Causes: Low levels of achievement can be attributed to the lack of student engagement in the classroom by not using the appropriate DOK levels needed for students to engage in the critical thinking required for State Testing. Increased learning gap with students new to our	Solutions (Strategies): Implement parent information nights for addressing scholarly behavior in middle school students. Incentives for students based on academic behavior. 8th grade career/college readiness assembly. Strengthen Project Based learning. Implement screening through NWEA or STAR to identify for early interventions like summer school and Title I services as

<p>of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.</p>	<p>building with a focus in the area of students entering 6th grade. Lack of fidelity or use of interventions in the classroom. Discrepancy in the rigor of assessments in the classroom to the rigor of State assessments. Not incorporating multiple methods of instruction to meet individual students' needs.</p>	<p>well as ELL and IEP identification. Staff will be provided with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding the correlation to mathematics skills and on literacy and language skills in all content areas. Have a 6th grade orientation DAY for the first day of school. Continuum of curriculum supports for Title remediation. Create a template for remediation based on ESL due to success on OELPA. (How are teachers checking for growth? STAR protocol for data meetings with students. Standard mastery use in SIS)</p>
<p>PRIORITY NEED/GOAL 3: By 2024, all Staff will practice PBIS and school wide models of behavioral interventions throughout the year in all settings in the building with explicit instruction, expectations and strategies coupled with a reward based system for meeting expectations. Referral data will be monitored and compared to trends from years prior to 2020-2021 at least monthly by Admin and the PBIS team to evaluate the success of our behavior interventions.</p>	<p>Root Causes: Decline in students' knowledge and understanding of social awareness and self management skills. There is also the expertise of staff in classroom management and pbis strategies. This year, the structure of school was a cause for the referrals that were submitted.</p>	<p>Solutions (Strategies): Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices. Expected adult behaviors will be modeled and coached as needed. Student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented. Counselors and APSCs will nominate a pool of students for consideration. Teachers will also have input to consider and nominate as well. Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students. Daily mini lessons for a short time that will have a focus value of teaching social and leadership skills. The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.</p>

ACTION, MONITORING & EVALUATION PLAN DESIGN

Identify an Area of Focus: Special Education

PRIORITY NEED/GOAL 1: [Restate] By 2024, Special education students will receive their accommodations with 100% fidelity.

Evidence-Based Strategy: Provide professional development for teachers that is intensive, ongoing and connected to the practice of implementing accommodations into daily lesson planning. Include both training and ongoing coaching and support in job-embedded professional development on how general education teachers and the SPED department can communicate and collaborate with one another. Intensive professional learning that includes applications of knowledge to teachers' planning and instruction influences teaching practices and leads to gains in student learning. Provide professional development on Read 180 for use for IEP students SDI in reading and phonics for the SPED department. Also, training on Lexia and Aleks for classroom teachers to use more effectively.

Evidence Level:

Measurable Objective 1: All students will receive their needed individual accommodations daily based on the learning standards being taught in the classroom.

PN/Goal 1	Action Step 1: (to implement the solutions/strategies)	Provide professional development for teachers on how to implement accommodations into their daily lesson planning and into daily classroom practice.
	Action Step 2: (to implement the solutions/strategies)	Create both a training and ongoing coaching program that focuses on how general education teachers and the SPED department can communicate and collaborate with one another and can be monitored by Admin.
	Action Step 3: (to implement the solutions/strategies)	Provide professional development on Read 180 to our SPED department and training on Lexia and Aleks for classroom teachers to use more effectively.
	Action Step 4: (to implement the solutions/strategies)	Split Focus into 3 sections with part time Focus and part time Reading in 2 of the sections and 1 full time in Focus class.

	Action Step 5: (to implement the solutions/strategies)	Facilitate bimonthly data meetings with set agenda items related to analyzing data and recognizing and celebrating positive instructional changes.
Action Plan	Resources Needed for Implementation: (People, Materials, PD, Funding Sources, TA, etc.)	Professional Development Training and coaching program Teacher Aides
	Timeline & Person/Position Responsible for Implementation:	<p>Persons responsible: Administrative team/BLT, teachers, SPED department, outside professional development consultant</p> <p>May 2022 - August 2022</p> <ul style="list-style-type: none"> ● Secure professional development consultant and create professional development plan for the 2022-2023 school year ● Create an ongoing coaching program that focuses on how general education teachers and the SPED department can communicate and collaborate with one another for the 2022-2023 school year. <p>August 2022-June 2023</p> <ul style="list-style-type: none"> ● Engage in weekly PLC meetings with a clear agenda with action items for creating shared practices of daily incorporating accommodations and for reviewing data ● Engage in meetings to identify evidence-based resources to develop our Tier 2 and Tier 3 interventions ● Facilitate bimonthly Data meetings with set agenda items related to analyze data and recognize and celebrate positive instructional changes. ● Teachers write professional goals and administration monitors progress monthly ● Continue to administer student, staff and parent surveys ● IEP audits quarterly <p>June 2023-August 2023</p> <ul style="list-style-type: none"> ● Host a teacher learning academy for teacher leadership development ● Provide onboarding for new staff ● Administration/BLT meeting to do a deep data dive and identify trends to inform curriculum mapping, scope and sequence changes in curriculum and identify key subscore areas for focus during the 23-24 school year.

		<p>August 2023-June 2024</p> <ul style="list-style-type: none"> ● Engage in weekly PLC meetings with a clear agenda with action items for monitoring and improving shared practices and for reviewing data ● Facilitate bimonthly BLT meetings with set agenda items to analyze data and recognize and celebrate positive instructional changes ● Establish teacher leaders and have them shadow and collaborate with professional development consultant ● Teachers write professional goals and administration monitors progress monthly ● IEP audits quarterly ● Sign ins and evaluation of professional development ● Participation in teacher coaching ● Computer login and times using software interventions, as applicable ● Completion rates of lesson plans ● Documentation of intervention plans and progress monitoring results ● Student work samples ● TBT data and meeting minutes ● Administrative walk-through and observation data ● Data from IEP audits
Monitoring Plan	Evidence of Implementation: (Data that will verify the action step has occurred)	<p>Students will increase their scores on Star and State testing in the areas of Math and Reading.</p> <p>Teachers will track accommodations in their log book and daily lesson plans</p> <p>Teachers will track their coaching sessions in their log book</p> <p>Students will increase their average grades within classes.</p>

	Timeline & Person/Position Responsible for Supervision of Implementation:	<ul style="list-style-type: none"> ● Our management company and sponsor ● Superintendent ● Building Principal ● Director of School Improvement ● PLC Leaders ● SPED Department ● Professional Development Consultant ● Other administrative team members
Evaluation Plan	Results of implementation:	<p>Teachers will increase the variety of instructional strategies.</p> <p>Teachers will differentiate learning.</p> <p>IEP goals will be met more frequently and the interventions will be more targeted.</p> <p>Teachers will meet their professional goals and successfully implement new strategies in the classroom.</p> <p>A data driven culture will emerge and sustain.</p> <p>Teacher leaders will emerge and have coaching support to lead and sustain the progress beyond this plan.</p> <p>Student proficiency rates will increase.</p> <p>Student satisfaction surveys will improve.</p>

ACTION, MONITORING & EVALUATION PLAN DESIGN		
Identify an Area of Focus:	Student proficiency in reading and math.	
PRIORITY NEED/GOAL 2: [Restate]	By 2024, Math and Reading proficiency rates for all students will meet current state standards for proficiency/gap closing. We will monitor our progress annually with a goal of at least 10% increase in proficiency per year as measured on state assessments.	
Evidence-Based Strategy:	Provide professional development for teachers that is intensive, ongoing and connected to the practice of using Project Based Learning to	Evidence Level:

improve Math and Reading that incorporates DOK levels needed to increase student engagement and rigor.		
Measurable Objective 2: Students will increase projected proficiency rates by 10% annually in both ELA and Math, as measured by the fall to spring STAR results and spring to spring State testing results.		
PN/Goal 2	Action Step 1: (to implement the solutions/strategies)	Implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP identification for all incoming 6th graders and newly enrolled students prior to the beginning of each school year.
	Action Step 2: (to implement the solutions/strategies)	Strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding the correlation to mathematics skills and on literacy and language skills in all content areas.
	Action Step 3: (to implement the solutions/strategies)	Implement Professional development that teaches and helps teachers to incorporate DOK levels needed for students to engage in the critical thinking and rigor of assessments in the classroom required for State Testing, and incorporating multiple methods of instruction to meet individual students' needs.
	Action Step 4: (to implement the solutions/strategies)	Implement parent information nights for addressing scholarly behavior in middle school students. Incentives for students based on academic behavior.
	Action Step 5: (to implement the solutions/strategies)	Have a 8th grade career/college readiness assembly to help motivate students.
	Action Step 6: (to implement the solutions/strategies)	Facilitate bimonthly data meetings with set agenda items related to analyzing data and recognizing and celebrating positive instructional changes.
	Action Step 7: (to implement the solutions/strategies)	Teachers will set professional goals related to how they will implement the professional development they receive and administrators will monitor the progress of those goals.
	Action Step 8: (to implement the solutions/strategies)	The administration will perform walk through observations weekly and identify best practices related to teacher professional goals to share at staff meetings.
Action Plan	Resources Needed for Implementation: (People, Materials, PD, Funding Sources, TA, etc.)	<ul style="list-style-type: none"> ● Continued use of STAR assessments ● Professional development ● Acquire RTI materials that are evidence-based (software and/or curriculum) ● Teacher Aides in both Reading and Math Classrooms
	Timeline & Person/Position Responsible for Implementation:	Persons responsible: Administrative team/BLT, teachers, STEM team, outside professional

	<p>development consultant</p> <p>April 2022-May 2022</p> <ul style="list-style-type: none">● Creation of expectations for our summer school program with a focus on PBL.● recruiting teachers to teach our summer school program. <p>May 2022 - August 2022</p> <ul style="list-style-type: none">● Implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP identification for all incoming 6th graders and newly enrolled students prior to the beginning of each school year.● Strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding the correlation to mathematics skills and on literacy and language skills in all content areas.● Implement Professional development that teaches and helps teachers to incorporate DOK levels needed for students to engage in the critical thinking and rigor of assessments in the classroom required for State Testing, and incorporating multiple methods of instruction to meet individual students' needs. <p>August 2022-June 2023</p> <ul style="list-style-type: none">● Engage in weekly PLC meetings with a clear agenda with action items for creating shared practices of daily incorporating accommodations and for reviewing data● Implement parent information nights for addressing scholarly behavior in middle school students. Incentives for students based on academic behavior.● Facilitate bimonthly Data meetings with set agenda items related to implementing PBL and DOK levels into lesson plans.● Teachers write professional goals and administration monitors progress monthly● Continue to administer student, staff and parent surveys● Have a 8th grade career/college readiness assembly to help motivate students. <p>June 2023-August 2023</p> <ul style="list-style-type: none">● Continue to implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP
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	<p>identification for all incoming 6th graders and newly enrolled students prior to the beginning of each school year.</p> <ul style="list-style-type: none">● Host a teacher learning academy for teacher leadership development● Provide onboarding for new staff● Teachers will set professional goals related to how they will implement the professional development they receive and administrators will monitor the progress of those goals.● Continue to strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding the correlation to mathematics skills and on literacy and language skills in all content areas.● Continue to implement Professional development that teaches and helps teachers to incorporate DOK levels needed for students to engage in the critical thinking and rigor of assessments in the classroom required for State Testing, and incorporating multiple methods of instruction to meet individual students' needs. <p>August 2023-June 2024</p> <ul style="list-style-type: none">●The administration will perform walk through observations weekly and identify best practices related to teacher professional goals to share at staff meetings.●Engage in weekly PLC meetings with a clear agenda with action items for monitoring and improving shared practices and for reviewing data● Facilitate bimonthly BLT meetings with set agenda items to analyze data and recognize and celebrate positive instructional changes● Establish teacher leaders and have them shadow and collaborate with professional development consultant● Sign ins and evaluation of professional development● Participation in teacher coaching● Completion rates of lesson plans● Student work samples● TBT data and meeting minutes● Review data from Surveys from parents and students.
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Monitoring Plan	Evidence of Implementation: (Data that will verify the action step has occurred)	<p>Students will increase their scores on Star and State testing in the areas of Math and Reading.</p> <p>Teachers will track implementing PBL and different DOK Level questions in their daily lesson plans.</p> <p>Teachers will track their coaching sessions in their log book.</p> <p>Admin will track weekly walk through of class observations in their log book.</p> <p>Students will increase their average grades within classes.</p>
	Timeline & Person/Position Responsible for Supervision of Implementation:	<ul style="list-style-type: none"> ● Our management company and sponsor ● Superintendent ● Building Principal ● Director of School Improvement ● PLC Leaders ● STEM Team ● Professional Development Consultant ● Other administrative team members
Evaluation Plan	Results of implementation:	<p>Teachers will increase the variety of instructional strategies.</p> <p>Teachers will differentiate learning.</p> <p>Students will be more engaged in learning.</p> <p>Teachers will meet their professional goals and successfully implement new strategies in the classroom.</p> <p>A data driven culture will emerge and sustain.</p> <p>Teacher leaders will emerge and have coaching support to lead and sustain the progress beyond this plan.</p> <p>Student proficiency rates will increase.</p> <p>Student satisfaction surveys will improve.</p> <p>Parent satisfaction surveys will improve.</p> <p>The school will decrease the Gap Closure.</p>

ACTION, MONITORING & EVALUATION PLAN DESIGN

Identify an Area of Focus: Behavior

PRIORITY NEED/GOAL 3: [Restate] By 2024, all Staff will practice PBIS and school wide models of behavioral interventions throughout the year in all settings in the building with explicit instruction, expectations and strategies coupled with a reward based system for meeting expectations. Referral data will be monitored and compared to trends from years prior to 2020-2021 at least monthly by Admin and the PBIS team to evaluate the success of our behavior interventions.

Evidence-Based Strategy: Provide professional development for teachers that is intensive, ongoing and connected to the practice of helping all staff to instruct students on expectations and use a positive approach in classroom management practices through PBIS. Positive student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented. Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students.

Evidence Level:

Measurable Objective 3: By 2024, students will decrease the amount of referrals they are given by 10% every year compared to the trends from years prior to 2020-2021.

PN/Goal 3	Action Step 1: (to implement the solutions/strategies)	Daily mini lessons for a short time that will have a focus value of teaching social and leadership skills.
	Action Step 2: (to implement the solutions/strategies)	Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices, PBIS.
	Action Step 3: (to implement the solutions/strategies)	Expected adult behaviors will be modeled and coached as needed by the PBIS Team.
	Action Step 4: (to implement the solutions/strategies)	The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.
	Action Step 5: (to implement the solutions/strategies)	Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students.
	Action Step 6: (to implement the solutions/strategies)	Student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented. Counselors and APSCs will nominate a pool of students for consideration. Teachers will also have input to consider and nominate as well.
Action Plan	Resources Needed for Implementation: (People, Materials, PD, Funding Sources, TA, etc.)	<ul style="list-style-type: none"> • Continued use of Chronic Minor Behavior Tracking Form and expectations • Professional development

		<ul style="list-style-type: none"> • Continued use of Referral process • PBIS Team Lesson Plans and Professional Development • Counselor lesson plans and cooperation in the create of Advisory Lessons
	Timeline & Person/Position Responsible for Implementation:	<p>Persons responsible: Administrative team/BLT, teachers, PBIS team, outside professional</p> <p>January 2022</p> <ul style="list-style-type: none"> • Daily mini lessons for a short time that will have a focus value of teaching social and leadership skills. <p>January 2022 - August 2022</p> <ul style="list-style-type: none"> • Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices, PBIS. • Expected adult behaviors will be modeled and coached as needed by the PBIS Team. • The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors. • Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students. <p>August 2022-May 2023</p> <ul style="list-style-type: none"> • Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices, PBIS. • Expected adult behaviors will be modeled and coached as needed by the PBIS Team. • The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors. • Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students. • Student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented. <p>August 2023-May 2024</p> <ul style="list-style-type: none"> • Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices, PBIS, revamping any need aspect. • Expected adult behaviors will be modeled and coached as needed by the PBIS Team. • The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors, revamping any needed aspect. • Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students. Lessons will be modified when needed to fit a new population of students.

		<ul style="list-style-type: none"> • Student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented.
Monitoring Plan	Evidence of Implementation: (Data that will verify the action step has occurred)	<ul style="list-style-type: none"> • Students will be able to demonstrate all school expectations that are listed in the Student Handbook. • Teachers will be able to teach and model all PBIS expectations to all students. • PBIS Team will conduct weekly coaching with teachers.
	Timeline & Person/Position Responsible for Supervision of Implementation:	<ul style="list-style-type: none"> • Our management company and sponsor • Superintendent • Building Principal • Director of School Improvement • PLC Leaders • PBIS Team • Professional Development Consultant • APSC
Evaluation Plan	Results of implementation:	<ul style="list-style-type: none"> • Amount of referrals in the database will decrease by at least 10% each year. • Amount of Chronic Minor Behavior Tracking Forms will decrease biweekly.

IMPROVEMENT PLAN BUDGET

2021-2022 SPENDING PLAN

GOAL	STRATEGY/ACTION STEP	FUNDING SOURCE(S)	AMOUNT
PRIORITY NEED/GOAL 2: By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings	Goal 2/ Action Step 1: Implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP identification for all	NWEA or STAR Assessment	

<p>by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.</p>	<p>incoming 6th graders and newly enrolled students prior to the beginning of each school year.</p>		
<p>PRIORITY NEED/GOAL 2:</p> <p>By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will</p>	<p>Goal 2/ Action Step 2:</p> <p>Strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning.</p>	<p>Professional development on PBL</p>	

incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.			
<p>PRIORITY NEED/GOAL 2:</p> <p>By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all</p>	<p>Goal 2/ Action Step 5:</p> <p>Have a 8th grade career/college readiness assembly to help motivate students.</p>	Presenters	

settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.			
PRIORITY NEED/GOAL 3: By 2024, all Staff will practice PBIS and school wide models of behavioral interventions throughout the year in all settings in the building with explicit instruction, expectations and strategies coupled with a reward based system for meeting expectations. Referral data will be monitored and compared to trends from years prior to 2020-2021 at least monthly by Admin and the PBIS team to evaluate the success of our behavior interventions.	Goal 3/ Action Step 4: The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.	School Store Items	

IMPROVEMENT PLAN BUDGET

2022-2023 SPENDING PLAN

GOAL	STRATEGY/ACTION STEP	FUNDING SOURCE(S)	AMOUNT
PRIORITY NEED/GOAL 1: By 2024, Special education students will receive their	Goal 1/ Action Step 1, 2, & 3 Provide professional development for teachers on	Professional Development	

accommodations with 100% fidelity. We will monitor our progress annually by	how to implement accommodations into their daily lesson planning and into daily classroom practice.		
PRIORITY NEED/GOAL 1: By 2024, Special education students will receive their accommodations with 100% fidelity. We will monitor our progress annually by	Goal 1/ Action Step 2: Ongoing coaching program that focuses on how general education teachers and the SPED department can communicate and collaborate with one another and can be monitored by Admin.	Coaching Program.	
PRIORITY NEED/GOAL 2: By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in	Goal 2/ Action Step 1: Implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP identification for all incoming 6th graders and newly enrolled students prior to the beginning of each school year.	NWEA or STAR Assessment	

the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.			
<p>PRIORITY NEED/GOAL 2:</p> <p>By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.</p>	<p>Goal 2/ Action Step 2 &3 :</p> <p>Strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding how DOK Levels</p>	<p>Professional development on PBL</p> <p>Professional development on DOK Levels</p>	

PRIORITY NEED/GOAL 3: By 2024, all Staff will practice PBIS and school wide models of behavioral interventions throughout the year in all settings in the building with explicit instruction, expectations and strategies coupled with a reward based system for meeting expectations. Referral data will be monitored and compared to trends from years prior to 2020-2021 at least monthly by Admin and the PBIS team to evaluate the success of our behavior interventions.	Goal 3/ Action Step 4: The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.	School Store Items	
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IMPROVEMENT PLAN BUDGET

2023-2024 SPENDING PLAN			
GOAL	STRATEGY/ACTION STEP	FUNDING SOURCE(S)	AMOUNT
PRIORITY NEED/GOAL 2: By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving	Goal 2/ Action Step 1: Implement screening through NWEA or STAR to identify early interventions like summer school and Title I services as well as ELL and IEP identification for all incoming 6th graders and newly enrolled students prior to the beginning of each school year.	NWEA or STAR Assessment	

skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.			
PRIORITY NEED/GOAL 2: By 2024, all staff will incorporate appropriate reading and writing skills into their curriculum in every lesson and in all settings by using word attack skills, reading in the content area, and writing skills to support reading and writing proficiency in conjunction with their content. In the area of Math, all staff will incorporate problem solving skills into their content with explicit instruction on problem solving strategies that correlate with math practice standards throughout the year in all settings through explicit	Goal 2/ Action Step 2 &3 : Strengthen Project Based learning by providing Staff with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding how DOK Levels	Professional development on PBL Professional development on DOK Levels	

instruction in class for all students and professional development in problem based learning for all staff to address the low levels of achievement in the areas of Reading and Math among all students. Student proficiency will be measured through data analysis of STAR scores throughout the year and State testing in the Spring.			
PRIORITY NEED/GOAL 3: By 2024, all Staff will practice PBIS and school wide models of behavioral interventions throughout the year in all settings in the building with explicit instruction, expectations and strategies coupled with a reward based system for meeting expectations. Referral data will be monitored and compared to trends from years prior to 2020-2021 at least monthly by Admin and the PBIS team to evaluate the success of our behavior interventions.	Goal 3/ Action Step 4: The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.	School Store Items	

COORDINATION OF RESOURCES

COORDINATION OF TITLE I FUNDS WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds include Title I and Priority/Focus School Improvement, as well as other programs that the district coordinates and collaborates with such as Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century Afterschool Programs, IDEA, McKinney-Vento/Homeless, and other state-funded programs, etc. Complete the table below

Source of Funds	Receive these funds? Y or N	Amount Received for 2021-2022	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.). Ensure these are allowable expenses under each identified grant or funding source.
Title I	Y		Teaching staff, professional development and training, curriculum and resources. These and the professional development consultant, supplies and curriculum to assist with our Tier 2 and Tier 3 interventions.

SUMMARY OF USE OF FEDERAL RESOURCES

Provide an overview of how the school will provide additional educational assistance to struggling students (e.g., RTI, MTSS, Interventions, Supports, etc.). Describe (If applicable) of how teachers, in consultation with parents, administrators and pupil services personnel will identify the individual students or groups of students most in need of services:

Our teachers will receive high quality and job embedded professional development and coaching on Tier I strategies, assessment literacy and special education, so they are better prepared to design and deliver rigorous instruction that will adequately prepare students for the critical thinking and knowledge needed to pass Ohio's State Tests. Purchased Read 180 for use for IEP students SDI in reading and phonics. System 44 is incorporated into the program. Split Focus into 3 sections with part time Focus and part time Reading in 2 of the sections and 1 full time in Focus class.

Training on Lexia and Aleks for classroom teachers to use more effectively. Implement parent information nights for addressing scholarly behavior in middle school students. Incentives for students based on academic behavior. 8th grade career/college readiness assembly. Strengthen Project Based learning. Implement screening through NWEA or STAR to identify for early interventions like summer school and Title I services as well as ELL and IEP identification. Staff will be provided with explicit training and coaching in intentionally incorporating and instructing students in problem based learning and understanding the correlation to mathematics skills and on literacy and language skills in all content areas. Have a 6th grade orientation DAY for the first day of school. Continuum of curriculum supports for Title remediation. Create a template for remediation based on ESL due to success on OELPA. (How are teachers checking for growth? STAR protocol for data meetings with students. Standard mastery use in SIS).Through the use of STAR data for reading and math and NWEA for science, and discipline data, teachers and administrators will identify students who need additional support and consult with parents and students to collaborate for the support. Data will be monitored to assess student progress in their area(s) of need and at-risk students will be identified each semester for targeted support and grade promotion planning.

Staff will explicitly instruct students on expectations and use a positive approach in classroom management practices. Expected adult behaviors will be modeled and coached as needed. Student programs like Student Council, student ambassador program, and/or peer mediation program will be implemented. Counselors and APSCs will nominate a pool of students for consideration. Teachers will also have input to consider and nominate as well. Explicit instruction in conflict resolution skills will be incorporated in advisory lesson plans and taught to students. Daily mini lessons for a short time that will have a focus value of teaching social and leadership skills. The PBIS team will create and then all staff will help implement a school wide store that will encourage positive behaviors.

Provide a general description of services to be provided to K-12 students in the school using federal resources:

We will be using Federal funds for the following areas :

- Additional Title teachers
- Addition of six Teacher Aides
- Professional development and training on new intervention resources, so teachers can deliver high quality, differentiated instruction that is grounded in deep knowledge of special education and brain science about learning
- Acquisition of new Tier 2 and 3 interventions for students
- Assistive technology, materials and supplies and other resources to assist SPED students.
- ELL services and materials to assist ELL students and their families
- Additional stipends for academic support and aides to provide remediation and support

ADDITIONAL ELEMENTS REQUIRED BY THE EVERY STUDENT SUCCEEDS ACT:

School Requirements:	Identify location or page within the School Plan where this item is addressed, if applicable:	If the requirement is not embedded or fully addressed within the School plan, identify the policies, practices and/or strategies the school employs to implement the requirements. (Please attach applicable documents.)
1. Effective parental involvement and support	Page 16	We offer four parent teacher conference sessions, conduct award ceremonies, host breakfasts, lunches, parent nights, and home visits to involve the parents. Teachers and parents strengthen the school to home connection through home visits, and through the school database where parents can actively monitor student progress and achievement.
2. School-wide coordination of professional development with programs under Title II	Pages 12 and 16	We have a 1-2 day new teacher induction program, a week long teacher orientation week before the school year begins. As part of our improvement plan, we will be developing a special onboarding session for new teachers to ensure continuity and consistency in our expectations related to instruction and intervention. During the school year, we will have additional PDs. We will have a professional development consultant who can provide teacher coaching through classroom observation and coaching sessions. Professional development will be focused and coherent, so teachers are able to build upon skills learned previously. We will have teacher professional plans and goals directly associated with implementing practices learned in professional development sessions and coaching and our administrators will monitor the implementation.

3. Assisting the district's lowest-achieving schools		We do not have multiple schools in our district.
4. Description of how the School will coordinate and integrate Title I-A services provided to eligible migratory children, homeless children, Limited English Proficient students, Children with disabilities, Neglected or delinquent youth, American Indian children (Title VII-A) and Immigrant children with other educational services to increase program effectiveness, eliminate duplication and reduce fragmentation.		Title 1 services are provided for students in grades 6 - 8. Students are pulled out in small groups to work on differentiated material (ALEKS, Lexia), or the Title 1 teachers and other support teachers will push into the classroom and work alongside the teacher with a small group using differentiated material. We also have a TESOL teacher that provides ESL services to those students who are identified through the screening process. Our RTI coordinator will oversee the quality of our interventions and will ensure all students receive adequate minutes of intervention and support.
5. Title I funded before, after and/or summer school program(s) description, if applicable		Not Applicable
6. Description of poverty criteria used to select participating school's attendance areas		Free and reduced lunch is determined by using the federal form
7. All core content teachers are Appropriately Licensed and or Certified.		All teachers at HSA are appropriately licensed
8. All Intervention Specialists are Appropriately Licensed and or Certified in Core Subject areas.		All Intervention Specialist are Appropriately Licensed

Narrative: (Optional)