

# Hillsboro Charter Academy 2018-2019 School Improvement Plan Loudoun County Public Schools

**Needs Assessment Summary:** Hillsboro Charter Academy has identified a need for math realignment to the scope and sequence and quality math instruction. We also have an ongoing need to continue cutting-edge professional development regarding STEAM and E3 (true project based curriculum).

Objective	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	1. Ongoing professional development will focus on implementation of our new GoMath curriculum materials. <ol style="list-style-type: none"> <li>1. Understanding the scope, sequence, and strategies of the program.</li> <li>2. Reviewing the online resources available through the program, how to access them, and how to use them.</li> <li>3. How to use the assessments.</li> <li>4. How to align with our site, standards-based rubric reporting system.?</li> </ol> 2. Refining the use of our Instructional Interventionists for math intervention. 3. STEAM/E3 Professional Development/Collaboration relevant to curriculum needs.
	Trimester 1 Status:	<ol style="list-style-type: none"> <li>1. Faculty has attended GoMath Training through LCPS, collaboration through our math contact has been ongoing as far as implementation of the online and print materials and the curriculum. Faculty has discussed best practices on how to use the data to differentiate in order to give specific math instruction based on the needs of each students.</li> <li>2. Evaluations of all students were determined during Trimester one looking at the data from GoMath, MAP and individualized instruction. Based on data at the beginning of the school year, we implemented a focus on math facts, using weekly timed tests, morning games and pullout interventions by our math intervention team.</li> <li>3. Teacher Professional Development Days specific to STEAM/E3 were held on October 5, 2018 and January 7, 2019. These days focused on Assistive Tech, CAP ACE Curriculum, VCEC Planning, Faculty Mission Patch, E3 Co-Planning, Hour of Code Planning, Chromebook Training, Keva Planks, Google Slides Training, Moonshot Mindset, Science Pacing Guide Check-In, Computer Science and Computer Technology SOL Training, Field Trip Planning, Engineers Week Planning, School Choice Week Planning of STEAM Auction Projects, Exhibition of Learning Details.</li> </ol>
	Trimester 2 Status:	
	End of Year Status:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on curriculum planning and delivery.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Data collection specifically focused on math performance.</li> <li>2. Identifying, promoting, and implementing balanced math through collaborative sessions with school leadership.</li> <li>3. Informal observations are conducted during reading, math, and E3 time by school leadership.</li> </ol>
	Trimester 1 Status:	<ol style="list-style-type: none"> <li>1. Discussed and implemented trimester plans for grade level progress monitoring, used MAP scores for data analysis regarding enrichment and intervention, collaborated on the school data sheet to meet individual math needs</li> <li>2. Implemented Stellar Math and pull-out services based on enrichment needs collaborating with the Gifted teacher, implemented intervention based on math facts as well as teacher recommendations collaborating with school leadership. Grades 3-5 worked with school leadership to come up with a cohesive plan for calculating math averages and assessing student performance in math</li> <li>3. School leadership is observing inquiry and project based lessons tying the subjects together for cross-curricular instruction for real world application. Subject -based</li> </ol>

		leadership also observes to help align the different subjects with the overall pacing guide. Formal observations are also conducted to ensure the quality of instruction. School leadership provides feedback as necessary based on observations.
	Trimester 2 Status:	
	End of Year Status:	
<b>Objective</b>	<b>The school focuses on the achievement of all students.</b>	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Up-to-date school-wide data collection shared on Google Document for the Intervention Team.</li> <li>2. Data spreadsheet is tiered and broken into sub-categories with assigned intervention actions (including remediation and enrichment).</li> <li>3. Additional intervention team members and technology tools to focus on Tier 2 and 3 scholars.</li> </ol>
	Trimester 1 Status:	<ol style="list-style-type: none"> <li>1. School has a shared data collection Google sheet on our drive and this document is up to date and used by the Intervention Team.</li> <li>2. School has an updated data spreadsheet with tiered interventions and assigned enrichment and remediation.</li> <li>3. We have implemented the GoMath computer adaptive lessons to help with tiered interventions. We also are using Math Seeds as another intervention. We have two interventionists working specifically with math fact remediation.</li> </ol>
	Trimester 2 Status:	
	End of Year Status:	