



BUILDING LEARNING PLAN

Presented by Harrington High School

Building Learning Plan 2018-2019

At Harrington High School we consider ourselves a learning organization. Our core values include a focus on learning, a culture of collaboration, and an aspiration to be a world-class inclusive school community. Our core values speak to our WHY (purpose) and create a vision around which to build our annual goals. The purpose of our Building Learning Plan is to create a Harrington specific plan created collaboratively with our faculty that focuses on identifying learning needs with a lens of inclusivity of access for all students.

Section 1 of our plan is an *Achievement Imperative Goal*. This section is reserved for individual students who are not meeting expected achievement goals. As a team, we make data-informed decisions to identify students who need additional support. This section will not be made public due to privacy concerns as we respect the rights of individual students.

Section 2 is our *District Teaching and Learning Goals*. These are goals determined by our Lower Merion School District Curriculum Team. Our high school teams consider these goals and systematic responses, compare local data to District-wide needs, then develop action plans for how we will personalize the goals and respond. In conjunction with our curriculum supervisors, we developed a specific math and an English goal.

A response to District math data as well as extensive research, has led us to replace our Algebra 1, Geometry, Algebra 2 sequence with one that incorporates and connect the topics from these courses and includes real-world application of those skills. This new sequence, Integrated Math, allows students more “on ramps” to math courses and is more aligned with the current pedagogy to teach math.

Our English and Language Arts goal focuses on instructional practices designed to empower students to independently notice aspects of complex text that support comprehension and analysis. Additionally, there is a call to focus on and emphasize specific grade-level variations in complexity of reading tasks and eligible content.

The last section of our Building Learning Plan is section 3, our department *Action Plans* to address problems of practice. In this section, our content area departments collaboratively created their own goals based on learning challenges that are consistent through the high school experience. As you will observe in each of the department action plans, they begin with a problem, share supporting data and suspected causation, and conclude with an action plan. These action plans can be fluid; if we notice we are headed down the wrong path, we allow for flexibility to learn more and potentially pivot in a different direction.

As you look through our department action plans you will see a variety of goals. Some of the goals are curricular based, while others may align more squarely to our Challenge Success partnership or connect to 21st-century skills and transformative curriculum aligned to our Strategic Plan. Challenge Success is a research group from Stanford University which provides schools and families with the information and strategies they need to create a more balanced and academically fulfilling life for students. The Challenge Success Student Survey, an online survey for middle and high school students that measures perceptions of their academic engagement, connection to the school community, physical health and well-being, technology use, and how they use their time outside of school, was given to our students in spring 2018.

We hope as you look through our plan, you will see connections to our core values and areas that will make us a stronger high school community. We thank you for your time and interest in our plan as we strive to continually grow as a learning organization.

Harriton High School Learning Plans 2018 - 2019



Overview

Section 1: Achievement Imperative Goal

This section is reserved for individual students who are not meeting expected achievement goals.

Section 2: Districtwide Teaching and Learning Goals

Goals determined by the Curriculum Team, along with systematic Districtwide responses. Building-based teams are expected to consider these goals and systematic responses, compare local data to district-wide needs, then develop action plans for how they will personalize the goal and respond.

Section 3: Action Plans

Action Plans are created. Suspected causation and actionable solutions are detailed that will address the identified issues.

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

2.1.1.	Area of Focus
	<p><i>What is the districtwide teaching and learning priority? What skill(s) is/are identified as a districtwide need? To be provided by the Curriculum Team.</i></p> <p><i>Initial noticings of the Keystone data in the area of Mathematics include... the low number of students who are successful on the Algebra 1 Keystone who are in the Algebra 1 part 2 course and the decline in the percent of students who are attaining proficiency the re-test.</i></p> <p><i>Initial noticings of the Keystone data in the area of ELA include... the low number of students who are scoring advanced in comparison to the number of students who are scoring proficient.</i></p> <p><i>Why is this a priority need?</i></p> <p><i>Math:</i> Proficiency in Algebra 1 skills is an expectation for LMSD graduates and deemed essential. Algebra 1 is the gatekeeper to both access and success in future math courses</p> <p><i>ELA:</i> We expect growth in all students. Currently, students scoring in the advanced category are not maintaining their relative standing in comparison to others in the state as they transition from elementary to middle school and then middle to high school.</p>
2.1.2.	Baseline Data on Area of Focus
1	<p><i>Math:</i></p> <ul style="list-style-type: none"> • The Algebra 1 Part 2 students experienced Algebra over two years with the majority having the first year at the middle school. • The four secondary schools in the district had higher overall performance on the Algebra 1 Keystone exam when students also had some exposure to topics and concepts from Geometry and Algebra 2. • The scores for retesters have dropped from approximately 50% successful in 2015 to only 18% successful in 2018. <p><i>ELA:</i></p> <ul style="list-style-type: none"> • While 92% of first time test takers scored Proficient or Advanced on the Literature Keystone, only 28.3% scored in the Advanced category.
2	<p><i>Building-level data related to the districtwide goal to be included here.</i></p>

2.1.3.	Actions to be taken at the District Level
	<p><i>What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by these initial noticings?</i></p> <p><i>Math:</i></p> <ul style="list-style-type: none"> • Develop a math pathway that doesn't split and separate the Algebra 1 standards across two years, but rather builds from year to year while continuing to expand upon the topics from the prior year. • Replace our Algebra 1, Geometry, Algebra 2 sequence with one that could incorporate and connect the topics from Algebra 1 with the concepts from Geometry and Algebra 2 along with real-world application of those skills. This could be done through the implementation of Integrated Math. • Create a meaningful and engaging remediation/lab experience that invites students to seek success on this examination. <p><i>ELA:</i></p> <ul style="list-style-type: none"> • Focus on instructional practices for students to <i>independently</i> notice aspects of complex text that support comprehension and analysis. • Focus on and emphasize specific grade-level variations in complexity of reading tasks and eligible content.

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement- WORLD LANGUAGE					
<i>What problem are you hoping to solve?</i>					
<p>“For students to be successful in school and within classrooms, they need to feel that they belong or fit in, and they need to have supportive connections with others.” (p. 136 Overloaded & Underprepared) We would like to create a climate conducive to healthy and engaged learners and improve student/teacher relationship in the World Language Classrooms.</p>					
3.1.2. Data					
<i>What data provide insight on the problem?</i>					
<p>Challenge Success Data regarding student connectedness. Students are more likely to achieve higher grades and higher test scores, are more motivated and more engaged in school, and are more likely to persevere in the face of difficulty when they feel connected with and supported by others. (p. 136. Overloaded & Underprepared)</p> <p style="margin-left: 20px;">a. % of students who feel they have an adult they can go to at school if they have a problem = 73.8 % at Harriton HS and 67.9% at Lower Merion High School</p> <p style="margin-left: 20px;">b. % of students report experiencing a stress related health symptom in the last month = 84.2% at Harriton HS and 86.6 % at Lower Merion High School</p> <p>% of students that report “doing school” = 42% at Harriton HS and 48% at Lower Merion High School</p>					
3.1.3. Suspected Cause/s					
<i>What is the most likely cause?</i>					
<p>Students and teachers are overloaded. Bell schedules constrict time with students. Grading can become a barrier in relationships for many teachers and students.</p>					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<p><i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i></p>	<p><i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i></p>	<p><i>List team or person/s responsible for this action.</i></p>	<p><i>Provide dates for key events associated with this approach.</i></p>	<p><i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i></p>

1	Teachers will read excerpts from Overloaded and Underprepared and create a systematic approach to increase student connectedness.	Teachers will work collaboratively to determine successful ways of connecting with	World Language Teachers	October Department Meetings and PLC Meetings	
2	Students and teachers will complete a baseline survey to assess how connected they feel with their language teacher/language students.	Teachers will have concrete student feedback from the student perspective.	World Language Teachers	October 2018	
3	Teachers, within their PLCs, will each try different ways to engage students and create a climate of belonging by creating a systematic approach to foster greater personalization, create long term meaningful connections, and strengthen the climate of care within the individual classrooms.	Teachers will create a bank of resources as well as a systematic plan that they feel works at an individual level, to increase connectedness	World Language Teachers	Throughout the year	
4	Teachers will work, on an individual and departmental basis, to make meaningful	Teachers will have concrete student	World Language	Throughout the year	
5	Students and teachers will complete a follow up survey to assess how connected they feel with their language teacher/language students.	Teachers will have concrete student feedback from the student perspective and will be able to assess the effectiveness.	World Language Teachers	Minimum once per quarter.	
...					

3.1.1. Problem Statement- ENGLISH

What problem are you hoping to solve?

- A majority of current students in 9th 10th and 11th grades demonstrate proficient rather than advanced command of content development in writing. In other words, most ideas are developed by using relevant and accurate evidence with some explanation. Evidence may lack variety. Some showing and some telling exists. Some evidence leads to analysis. We aim for more students to be in the advanced category by the end of the year. This would mean all ideas are developed by using a variety of specific, relevant, well-chosen, and accurate evidence with substantial explanation. Mostly showing, not telling exists. Evidence always leads to analysis and/or moves the argument forward.
- While 92% of first time test takers scored Proficient or Advanced on the Literature Keystone, only 28.3% scored in the Advanced category. Focus on instructional practices for students to independently notice aspects of complex text that support comprehension and analysis.

3.1.2. Data

What data provide insight on the problem?

Over the last 3 years, student scores have remained consistently Proficient on the fall and spring writing assessments. This trend is mirrored in Keystone results.

3.1.3. Suspected Cause/s

What is the most likely cause?

Over the last two years, instructional emphasis has been placed on students including some textual evidence in writing. While students now consistently include evidence, they would likely benefit from more explicit instruction and practice in selecting the best textual evidence and explaining that evidence in service of a point. In that way, the instructional emphasis will be on students learning to use content and how to analyze it in support of a position.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>

1	Explicit lessons on selecting and embedding evidence in writing.	By the end of the year, students will be able to select and embed specific, relevant, well-chosen and accurate evidence with substantial explanation in writing.	9 th , 10 th , and 11 th grade teachers	Throughout the school year	
2	Explicit lessons on how organization and thesis development are related to solid content.	By the end of the year, students will understand that evidence leads to analysis and moves the argument forward.	9 th , 10 th , and 11 th grade teachers	Throughout the school year	
3	Explicit lessons on students' selecting and embedding evidence based on close readings of text, where student thinking is made visible.	By the end of the year, students will be able to select and embed specific, relevant, well-chosen and accurate evidence with substantial explanation in writing. Classroom walk-throughs and focused "look-fors" evidence in close reading instruction and student engagement with text.	9 th , 10 th , and 11 th grade teachers	Throughout the school year	

3.1.1. Problem Statement- SOCIAL STUDIES

What problem are you hoping to solve?

Given a formal research project, students are not consistently constructing focused written arguments that explicitly link claims and counter claims with the overarching thesis.

3.1.2. Data

What data provide insight on the problem?

Students' performance across all grade levels as measured on the Research Rubric indicate that sustaining a focused argument through the course of a formal research paper is an area that warrants attention

3.1.3. Suspected Cause/s

What is the most likely cause?

Given that the guaranteed research experience was introduced in all social studies classes, grades 6-12, over the course of the 2017-2018 school year, high school students have yet to be exposed to the full range of skills that are reflected in the vertical alignment of the research experience. The skills and practices in each year subsume those emphasized in the previous year.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.	List team or person/s responsible for this action.	Provide dates for key events associated with this approach.	After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.
1	Social studies teachers will continue to engage in professional development throughout the course of the year that will offer the opportunity to review current best practices relating to writing in the social studies. During these PD days, time will be allotted to working in both grade level and mixed grade level teams. Qualitative data specific to feedback indicate the need for continued professional development.	Teachers will make adjustments to the Research Skills Matrix based on data derived from student performance specific to given grade levels.	All social studies teachers, chairs, content leaders and the Curriculum coordinator.		
2	PLCs will continue to refine essential learnings specific to the skills reflected in the Research Rubric and develop formative and summative measures that	Data from formative and summative	Content level PLCs		

	<p>assess student progress specific to targeted skills. Students will then be identified by name and need for systematic intervention.</p> <p>Quantitative data from the Research Rubric indicate that students in honors and college preparatory classes are in need of further skill development specific to constructing focused written arguments that explicitly link claims and counter claims with an overarching thesis.</p>	<p>measures will be used to assess student progress.</p>			
--	--	--	--	--	--

3.1.1. Problem Statement- MATH

What problem are you hoping to solve?

Students have been anecdotally observed struggling with the concept of rate of change and slope and the data from our Keystone Exams indicate as such in the average raw scores in Module 2 Anchor 2: Describe, compute, and/or use the rate of change (slope) of a line and Analyze and/or interpret data on a scatter plot.

3.1.2. Data

What data provide insight on the problem?

Averages of raw scores on Module 2 Anchor 2-

12/2015 – 62%

4/2016 – 75%

12/2016 – 63.3%

6/2017 – 64%

12/2017 – 40.24%

4/2018 – 62.4%

3.1.3. Suspected Cause/s

What is the most likely cause?

Rate of change has been a struggle for many students to comprehend. And this isn't a recent phenomenon. In a paper dated 11/84 published by the Mathematical Association, (Volume 13, No. 5 pages 23-26), author A. Orton writes about the concepts of rate of change being difficult for students to grasp. As for the cause, we cannot be certain. It isn't an LMSD concern, it's a global educational concern. Leadership in LMSD is working towards a possible solution with the proposal of a Math7, Math8, and Integrated Math (1, 2, 3) curriculum, which will give students time to work on grade level math and once in the Integrated courses, time to spiral through material over the course of three years in a way that is meaningful and connected.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
--	--------------	-------------------	----------------------	----------	--------------------------

	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	<i>Teachers will reinforce the concept of rate of change between two points as slope of the line containing the two points</i>	<i>Students will be able to find the rate of change given a function and two points</i>	<i>Classroom teacher</i>	<i>Year long</i>	
2		<i>Students will be able to illustrate that they understand that the rate of change of a function between two points represents the slope of the line connecting the two points – when prompted to write the equation of the line, they will use their result from the rate of change. (course level appropriate)</i>			
3		<i>Students will be able to identify the rate of change of a function on a given interval (between two points) given the graph of the function. (course level appropriate)</i>			
4		<i>Students will be able to recognize a function with no rate of change, a constant rate of change and a varying rate of change. (course level appropriate)</i>			

5		<p><i>Students will be able to provide the meaning of slope in a mathematical model in the context of the data represented. (course level appropriate)</i></p>			
---	--	--	--	--	--

3.1.1. Problem Statement- SCIENCE					
<p><i>What problem are you hoping to solve?</i></p> <p>The science department is looking to help students become more successful at carrying and designing investigation, as well as analyzing or interpreting data. Our initial problem statement is below: “Measuring the success of our students on assessments that utilize investigations, analysis, and/or interpreting data.”</p>					
3.1.2. Data					
<p><i>What data provide insight on the problem?</i></p> <p>The science department plans on using data from our Student Learning Objectives (SLO’s) and various assessments to measure whether or not we are improving student success in these investigative or analyzing areas of experimentation.</p>					
3.1.3. Suspected Cause/s					
<p><i>What is the most likely cause?</i></p> <p>Our most likely cause is due to a lack of consistent exposure and feedback in this area of science. Many science classes up until this point have focused much of their curriculum on content, while NGSS standards and the goals listed here are focusing on scientific process and experimentation.</p>					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)

	Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.	Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.	List team or person/s responsible for this action.	Provide dates for key events associated with this approach.	After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.
1	Many of our science teachers will be utilizing SLO's that incorporate a growth measurement of students performance at the beginning and end of our courses. Some SLO's are centered on graphical analysis and creation, while others are focused on experimental design.	Each SLO will consist of a variety of tasks that are more consistent with the expressed goal, but we expect students to show measurable growth at each assessed goal task.	Harriton High School Science Department	This will vary for each SLO, but we will have baseline data by the end of the first semester and final data by the end of the second semester.	

3.1.1. Problem Statement- UNIFIED ARTS
<i>What problem are you hoping to solve?</i> There are currently few members of the U.A.s department intentionally infusing 21 st century skills into lessons.
3.1.2. Data
<i>What data provide insight on the problem?</i> U.A.s teachers across all disciplines report a lack of deep understanding of how 21 st century skills can be implemented into their specific curriculum. This is an area that warrants attention.
3.1.3. Suspected Cause/s
<i>What is the most likely cause?</i> A fairly new strategic plan and current research on the 21 st century needs of our students after graduation has kept the faculty from being fully exposed to the full range of skills that are reflected in this goal.
3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	The Unified Arts Department will explicitly and intentionally, upgrade four existing lessons integrating 21 st century skills. Additionally, U.A.s teachers will continue to engage in professional development throughout the course of the year that will offer the opportunity to review current best practices relating to 21 st century skills during P.D. days. Time will be allotted to working as individual departments and in cross curricular groups.	There are currently few members of the U.A.s department intentionally infusing 21 st century skills into lessons. Each of the 18 teachers will intentionally upgrade four lessons that will include targeted 21 st century skills.	All members of the HHS Unified Arts Department.	2018-19 school year	
2	PLCs will continue to refine essential learnings specific to the 21 st century skills reflected in the Rubrics and develop formative and summative measures that assess student progress specific to targeted skills. Students will then be identified by name and need for systematic intervention.	Data from formative and summative measures will be used to assess student and teacher progress.			

Appendix A

“Focused Support” Student Search Protocol

Purpose: To systematically identify students for whom we need to redesign our supports to be more personalized and student-centered.

Participants: Building-based teams

Overview: Teams of educators work together to complete the student search process to develop a list of students that, based on pre-determined criteria, are candidates for focused support. Teams will determine which students are designated as high-priority cases and develop a “Focused Support Plan” for each identified student.

Procedures:

1. **Open the Focused Support Student Search Tool and save the file locally,**
2. Using the established criteria, examine each dataset of interest and identify students who meet each criterion. Add their name to the search list and enter the data with which they qualified for the list.
3. After all datasets have been scanned and the names and associated data of students have been entered, examine the tallies and determine the level of support needed by each student on the list (intensive, medium, limited).
4. Examine the list and determine if there are any patterns that could be incorporated into the Building Level Plan in Section 3: Problems of Practice.
5. Develop a Focused Support Plan for each of the students listed for whom the team has designated as needing intensive support.
6. Complete Section 1 of the Building Learning Plan.
7. Review progress on the Focused Support Plans periodically and adjust as necessary.
8. At the end of the year, reflect on the outcome of the Focused Support Plans for each student, and document the outcomes on the Building Level Plans and individual Focus Support Plans.
9. Determine what supports could be recommended for the summer and fall of the next academic year.