

Mid-Cycle Progress Report

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

for

THE HILLSIDE SCHOOL AND LEARNING CENTER

4331 Oak Grove Drive

La Canada Flintridge, CA 91011



March 2-3, 2020

I: Student/Community Profile Data

Students and Community Served by the School

The Hillside School and Learning Center, located in La Cañada-Flintridge, a city that borders Pasadena and Altadena and is in close proximity to Glendale, is a coed non-profit facility providing a small, safe environment for students with mild to moderate learning issues. The school is within five area schools and JPL (Jet Propulsion Laboratory). Hillside School is adjacent to the 210 freeway on one side, and the 1300 acre Hahamongna watershed park on the other. Hillside is two miles from the Rose Bowl in Pasadena and eight miles from downtown Los Angeles.

Information from the U.S Census Bureau indicates the communities have a diverse population, from wealth to poverty, and include a variety of ethnic groups, races, and religions. There is an average poverty rate of 11.4% among the three communities, and students unable to pay for services to Hillside are eligible for financial aid.

POPULATION

<u>Community</u>	<u>Population</u>
La Canada	20,227
Pasadena	141,373
Glendale	201,361

Demographically, the population of the surrounding communities are predominantly White (63%) and Asian (21%). Forty-nine percent of the population speaks a language other than English at home, with Glendale reporting the highest population (68%) in this category.

DEMOGRAPHICS

<u>Community</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>
La Canada	62.7%	0.2%	30.2%	6.9%
Pasadena	53.9%	10.2%	16.3%	19.6%
Glendale	72.7%	1.7%	15.9%	9.7%

LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME

<u>Community</u>	<u>Percent</u>
La Canada	34.1%
Pasadena	45.1%
Glendale	68.4%

Statistics indicate that fifty-five percent of the population holds a bachelor's degree, with La Canada reporting the highest percent (75.1%).

BACHELOR'S DEGREE OR HIGHER

<u>Community</u>	<u>Bachelor's Degree</u>
La Canada	75.1%
Pasadena	51.1%
Glendale	39.6%

The median household income among the communities is \$91,694, with La Canada reporting the highest income (\$160,481) and Glendale reporting the lowest income (\$58,657).

HOUSEHOLD INCOME

<u>Community</u>	<u>Medium Income</u>
La Canada	\$160,481
Pasadena	\$72,264
Glendale	\$58,657

Today, the school has a current enrollment of 29 students, 19 of whom are full-time, and the remainder are dual-enrolled at local public and private schools. The student population has learning challenges resulting from a diagnosed learning disability, a physical disability, depression, anxiety, self-esteem, attention issues, or a combination of these issues. Nearly fifty-percent of the day school students have an individualized education program (IEP), making them eligible for special education services. Hillside also serves students experiencing difficulty with specific core academic subjects. The school also offers one on one courses and summer school for students seeking credit recovery, to advance themselves, or retake a course to improve their grade point average.

The mission of The Hillside School and Learning Center is to provide a safe and supportive environment in which students are guided by the committed faculty and staff to obtain the academic knowledge, life skills, and self-confidence to pursue a college education, vocational education or meaningful employment in order to be productive and successful citizens.

The student competency goals are listed below.

-Critical Thinkers who are able to utilize acquired knowledge so they can make inferences and draw conclusions from various sources: analyze, interpret, evaluate, collaborate, and predict outcomes based on their continuing education to complete a common goal.

-Effective Communicators who are able to understand, define, and convey their beliefs and ideas, those of their immediate and extended community, and who possess the ability to adapt to and connect with their audiences through a variety of mediums.

-Versatile Students who have gained the skills, awareness, and confidence needed to access necessary resources while pursuing various college opportunities, technical schools, and/or careers.

-Responsible Citizens who participate in co-curricular activities, student government, and community service; assuming leadership roles when appropriate, and demonstrating ethical, honest, compassionate, and respectful behavior toward others regardless of individual differences.

There are currently ten teachers, two administrators (director and associate director), three classified staff (administrative support) and one support personnel (school psychologist). All eight of the core subject teachers hold a masters degree from an accredited school in their field of expertise or in education. Teachers have an average of 9 years of teaching experience.

Below is a breakdown of the gender and ethnicity makeup of the teaching staff:

Male Teachers: 40%

Female Teachers: 60%

Caucasian: 70%

Hispanic: 20%

Armenian: 10%

Student Performance Data

The Hillside School does not receive assessment data from state standardized, SAT, or AP assessments, nor does the site administer state standardized assessments. Students are given the i-Ready assessments to assess math and English skills and knowledge for all full time students. Additionally, sample ACT science sections are given to high school students to assess students in the area of science.

i-Ready Assessments

Reading - Grade Level Performance Percentages

Year	On or Above	On or Above	One Below	One Below	Two or More Below	Two or More Below
	-	-	-	-	-	-
	Year Start	Year End	Year Start	Year End	Year Start	Year End
17-18	27%	46%	19%	8%	54%	46%
18-19	50%	50%	18%	18%	32%	32%

Math - Grade Level Performance Percentages

Year	On or Above	On or Above	One Below	One Below	Two or More Below	Two or More Below
	-	-	-	-	-	-
	Year Start	Year End	Year Start	Year End	Year Start	Year End
17-18	8%	13%	21%	21%	71%	67%
18-19	27%	18%	5%	14%	68%	68%

Overall, the data shows an increase of students performing at better grade levels in reading and math from the i-Ready assessments given at the beginning of the year and

the end of the year; the teachers were not satisfied with the results. Especially in the 2018-2019 school year, there was no change in students' reading levels and math levels showed regression in grade levels. The teachers reported that they observed students not putting forth effort during the assessments. Some students' computerized assessments were reset in the i-Ready system to retake either the math or reading test. Teachers shared that some of the students stated they did not care about the test even though teachers were giving participation points toward academic grades. One of the primary goals, beginning in the school year 2019-2020, is to maximize student effort and motivation to take the i-Ready. The school will need to continue to develop motivation strategies as well as effective approaches to improve students' skills in both math and reading.

ACT Science Test

ACT Sample Test - Percentages of Questions Correct

	Biology	Biology	Chemistry	Chemistry
	-	-	-	-
	Year Start	Year End	Year Start	Year End
18-19	83.3%	69.9%	54.1%	32.65%

A sample ACT science section was given to the Biology and Chemistry classes for the 2018-2019 school year with a new science teacher. The science teacher also reported that students did not take the year-end assessment seriously and therefore the results are skewed. However, the results from the Biology assessments do indicate a relatively good understanding of basic Biology ideas. The goal for the 2019-2020 school year is to accurately assess if students have improved their knowledge in Biology and Chemistry.

One major change for the 2019-2020 school year is that the i-Ready and ACT Science assessments have been arranged so students take them within the first week of school. The teachers reset the assessments when they observed students that were not putting forth full effort and students who did not fully participate.

The staff identified and then investigated several areas to gather information on student academics and social/emotional growth. The following areas were considered: attendance, punctuality, incident reports and homework completion.

Homework Completion Percentages

Year	1st semester	2nd semester
17-18	85.8%	86.1%

Teachers were concerned that student academic performance was impacted by the lack of homework completion. During the 2017-2018 school year, the teachers tracked the percentage of homework completed by students in all classes and were surprised by the high average of 85.8% during the 1st semester. The 2nd semester also indicated there was a high completion rate in homework, so the next school year it was decided that this was not an area of concern.

Incident Reports 2017-2018

	1st semester	2nd semester
# of Detentions	18	58
# of Expulsions	1	4

Incident Reports 2018-2019

	1st semester	2nd semester
# of Detentions	41	65
# of Expulsions	1	3

The reason for the difference in the number of detentions is many of the teachers were not assigning detention for unacceptable behavior during the 1st semester. Teachers were encouraged to do so for the 2nd semester. Also, 15 out of the 58 detentions were assigned to one student. That student was asked not to return to the school for the 2019-2020 school year. The expulsions were due to a few reasons: substance abuse issues, student was not a right fit socially and behavioral issues.

Average Absences Per Student

	2017-2018	2018-2019
Semester 1	26.2	27.9
Semester 2	28.6	47.5

Average Tardies Per Student

	2017-2018	2018-2019
Semester 1	10.3	5.4
Semester 2	9.6	10.0

Staff was concerned about the number of tardies and absences students had on average. The data indicates an intervention, especially regarding absences, is needed to increase student achievement as there is a high correlation between attendance and a student's academic achievement.

The student data gathered over the past three years indicate that the critical learner needs are achievement in math, reading, biology and chemistry. With low student motivation on the assessments, it's difficult to narrow in on areas of most need. However, staff feels that there is an observed need for improvement in these academic areas. The most important questions for staff discussions revolve around how to motivate students to perform their best on these assessments. Staff wants to know if a motivating factor that increases student work ethic, good behavior, attendance and punctuality will improve achievement. Teachers want to know if students having a privilege of leaving school early or coming to school late on specified days will motivate students to do their best in the areas of attendance, punctuality, behavior and work ethic - including performing at their best on the assessments given to determine areas of need.

II. Significant School Changes and Developments

Programs:

1. New courses: AP Spanish Language, French 3 and French 4: When examining our language program, it was evident that more advanced Spanish courses were

being offered. After parent suggestions that Hillside expand another language, more upper division French courses were added.

Impact: Students are able to take more upper level foreign language courses in two languages.

2. New Drama Program: This will be the third year that The Hillside School has invested in a performing arts, drama program. A very dynamic teacher who has his own production company was hired to start the program. There is also a Hillside drama society in which all students are able to participate and put on a performance.

Impact: An A-G performing arts elective is available for students who have an interest in the performing arts, as well as an extracurricular activity for students.

3. Authors Series: This is a program started several years ago in which authors, many of them Young Adult authors, come to the school to discuss their books and the process of writing and publishing.

Impact: Students are able to see real world application of the studies in English classes.

4. Electives: Student and parent surveys indicated there was a high interest in taking a variety of elective courses. Due to the small nature of the school and staff, there are only a handful of elective choices. The staff decided that collectively, there are several different elective classes the teachers could offer due to the various skills possessed by the teaching staff. During selected quarters, students sign up to take a one hour a week, one credit elective in courses such as German, cooking, baking, sports medicine, music history, independent living, and more depending on student interest.

Impact: Students are exposed to a variety of coursework that was not previously offered to students at the school.

5. Opt-Out: Beginning in the Fall of 2019 a new program is being piloted called Opt-Out. The purpose of this program is to encourage more students to attend regularly, stay up on school work, and exhibit good behavior. The program rewards students with the opportunity to attend school later or leave earlier on Fridays. The options alternate each week so that students would not miss the same classes repeatedly. Students who are on time to class every day, have no absences, have all C's or better, no missing work, sloppy or rushed work, good behavior and no detentions for that week may have the Friday shortened schedule.

Impact: A positive reinforcement program to increase student achievement.

6. Financial Literacy Seminar: This is a five week summer seminar series for junior and senior high school students and first or second year college students who would like a quick introduction to practical application of banking, credit cards, finance, retirement, investment, insurance and taxes. There have been several news articles in the last couple of years that suggest this subject should be included in every school.

Impact: For Hillside School it also presents an opportunity to bring in students who might not otherwise know about the school

7. Hillside After Dark: This is a new extra curricular pilot program introduced in 2019. The idea for this is to create a “coffee house” atmosphere for high school students to gather and socialize on a Friday and Saturday night that is safe and fun. It runs from 7 pm until 12 am. There is music and entertainment, games and other activities.

Impact: The impact at this point is unknown since it is a pilot program.

8. Community Leaders Guest Speakers: There has been a renewed emphasis on having community leaders speak to students at Hillside. These speakers offer students a wide range of topics that concern the community and city in which they reside.

Impact: Students have a better understanding on how bureaucracy works in a small and large governmental settings and a better understanding of business development in the surrounding community. Students also learn the importance of giving back to the community.

Staff and Board Changes:

1. Administrative Secretary replaced: A long time administrative secretary retired July of 2017. The school hired a new part-time administrative secretary

Impact: None from an administrative aspect but hiring a part-time replacement has been financially beneficial for the organization.

2. New science teacher: In June of 2018, The Hillside School replaced its science teacher. The Hillside School hired a new teacher with a teaching style that is more in line with the expectations of Hillside and supportive of the student population needs.

Impact: Personality and reliability blends much better with students, staff and school philosophy. The school has not yet seen any significant changes in test scores.

3. New Physical Education Teacher: In order to relieve the Director of teaching Physical Education, a part-time PE instructor was hired.

Impact: The Director now has uninterrupted time to fulfill the director’s obligations.

4. Addition of new board members: For a few years, the board of directors had been operating at the minimal level of board members called for in the by-laws. To improve the quality of the board, new members were brought on.

Impact: The different skill set and knowledge brought in by several members adds broader perspectives when making board decisions about the school.

Facilities:

1. Student Patio and Student Store: A student commons patio area with a basketball hoop, ping pong tables and patio furniture was created for students to gather during breaks and lunch. The Owl's Nest Cafe was also established last year and dedicated to a former parent.

Impact: The Hillside School with limited space, formerly had students gathering out in the driveway to play basketball during breaks and lunch. This was an obvious safety hazard. After reviewing the school's property, it was determined that there would be enough room in the back corner to revamp it into a courtyard with a small basketball court, ping pong table and seating while creating a student store inside one of the rooms that already existed. The Hillside School is able to hold moderate sized events at the school.

2. Security Cameras: After an incident dealing with the school being broken into after school hours, outdoor security cameras were added to the campus.

Impact: The cameras have been valuable in resolving issues regarding trespassing as well as school related behavior incidents.

Administration:

1. Re-defining board committees and responsibilities: The Board is in the process of reviewing the by-laws and re-evaluating committees and responsibilities to present a more focused plan.

Impact: The expected impact is a more focused and efficient process by which goals will be attained.

2. Re-visited Marketing Plan: Much of the preparation and or pieces for marketing have been accomplished. These include such things as a new website, printed material, and social media that now have a consistent look and message while maintaining flexibility.

Impact: The Hillside School is now being recognized not only for what it does by also by the look. When people see the blue and white "swoosh" logo, it is associated to school.

3. Updating 3 year strategic plan: The Board of Directors in conjunction with the director is in the process of updating its 3 year strategic plan to evaluate and meet current levels of performance while providing new goals for growth.
Impact: None at the current time.
4. Student Cell Phone Policy: Research has shown that cell phones and technology have encroached on adolescents social and interpersonal skills as well as a major distraction in the classroom. Research also shows that excess use of screen time is hindering the growth and functioning of the adolescent brain. Based on this, The Hillside School instituted a new cell phone policy whereby students must turn their cell phone in to the office when they arrive, and then pick them up after school. Parents must call the school should they need to speak with their son or daughter.
Impact: The school has observed increase in socialization and engagement in the classroom and school campus.

Resources:

1. One-to-one computers for each student: Every classroom now has a set of laptops or chromebooks that students are able to use for schoolwork.
Impact: Teachers do not have to borrow from each other for class periods that require computers. Students do not have to bring their own.
Teachers are able to immediately see the students' work in progress.
2. Smart TVs: Smart Screens were installed in several classrooms making presentations by teachers and students easier and accessible.
Impact: Ease of access to educational media.
3. New Common Core math and English texts: Grant funds allowed the school to update the textbooks for math and English based on the requirement by the California State Department of Education.
Impact: Allows students and teachers easy access to material in alignment with the Common Core standards for math and English.

III. Ongoing School Improvement

The schoolwide action plan helps to drive academic achievement and budgetary goals to benefit the entire student population. Student achievement data is reviewed by all stakeholders in different ways that best support students' academic success. Stakeholders include students, parents, teachers, support staff, administration and the board of directors. As a small and intimate school, each teacher discusses student data individually with students as well as the parents. Teachers and administrators meet

weekly at staff meetings to discuss student achievement and all other school related concerns. Quarterly board meetings include student achievement data and progress on the school wide action plan.

The preparation for the Mid Cycle Progress Report was initiated by the principal. Staff, teachers and board members were asked to report progress on different goals on which they were actively involved over the last three years. Support staff and administrators provided the data to the principal regarding attendance, tardies and other non-academic data. The principal gathered all summaries from the different parties and compiled one report that was disseminated to all stakeholders for review. All stakeholders had the opportunity to provide feedback and comments to add and change the report to complete its final revision. The final report was again disseminated to all stakeholders.

IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

There are five critical areas for follow-up from the last WASC visit. Each goal's progress is given below.

Goal 1: Reduce the rate of non attendance and tardiness that ultimately affect the ability of our students to access their education.

The data indicates that the average number of absences have increased over the past few years. The tardy rate has been an overall increase, as well. The staff worked one on one with students and parents with a large number of tardies and absences. Students were collectively given data about the effects of missing school instructional time. This is a challenging area of need as parents are a key component of student attendance. This is not just a student issue but a family issue. For the current school year there is hope that giving students a positive reinforcement for attending school and being one time with a shortened Friday schedule, that this will increase student attendance. It is still too early to know if this positive reinforcement has the impact and increase in attendance that the school staff is seeking.

Goal 2: Staff will develop and implement core remedial Algebra 1 and Geometry programs to ensure student academic growth in each of these two core subjects.

According to i-Ready results from the last two years, about 70% percent of Hillside students begin the school year two or more grade levels below their actual grade level. In the past three years, most, if not all, of our middle school students have begun the school year below grade level. Of course, there are many factors that come into play that

impact academic ability. As junior high students, most of them are new to the school, some are not accustomed to standardized testing, some do not take it seriously and some are just in a hurry to finish it. Out of a class of four students this year, only one student was near grade level, the rest tested at grade levels 1, 3, and 5. Although the grade levels are generally scattered around, there are common areas of need that are prevalent among students. Both last year and this year alike, geometry is an area that students tend to score the lowest. Measurement and data and algebra and algebraic thinking are two other areas of need for the junior high students.

In addition to upcoming lessons, "Friday Review" has been implemented into weekly schedules to facilitate the learning of the topics with which students are struggling the most. During these reviews the class and students individually complete small packets on different topics. These reviews begin with simple concepts such as identification of basic geometric shapes and times tables and progress to things such as order of operations. Last year, by the end of the school year, all of the middle school students saw improvements in their final i-Ready assessment, a few coming close to reaching grade level. We hope to see similar or better improvements by the end of this year.

For the high school students, all of the students have tested out of number and operations and measurement and data, and about half of the students tested one or more grade levels below in algebra and algebraic thinking, and just under half of the students tested one or more grade levels below in geometry. Every week one instructional day is spent reviewing concepts students are struggling with as well as skills they may be missing from previous years. Students also have the option to come in during lunch to receive extra support from either the teacher or peers who are excelling in the classes.

One problem with the i-Ready assessment is student motivation to try their best. Many students have not taken the assessment seriously and this may have an effect on the data obtained, especially since there is such a small sample to begin with. In addition to this there are students who are not currently taking any math courses during the academic year who also affect the data being collected, although this number is much smaller than previous years.

Goal 3: Staff will develop and implement core remedial material for the Biology and Chemistry programs to ensure student academic growth in each of these two core subjects.

Student improvement in biology and chemistry is assessed through proctoring a practice ACT test at the beginning of the school year and again at the end of the school year. During the 2018-2019 school year, test scores at the beginning of the school year compared to the end of the school year dropped. Despite this drop in scores, it is apparent that students taking science classes this academic year (2019-2020) who were

part of the testing group last year, have shown retention of information and understanding concepts learned the previous year. This is observed in their course performance this academic year. It was our observation that the decline in test scores were due to a lack of effort on the part of the student. Students expressed that they did not feel they needed to put any effort into the testing since it was not part of their course grade. To remedy this attitude towards assessment testing, incentive will be offered to them in the form of extra credit. They can earn points towards their course grade by improving their scores.

Goal 4: The Hillside School will develop a consistent marketing plan to increase income and continue to enhance financial stability by continuing to brand The Hillside School and Learning Center, seeking appropriate grant opportunities and creating a recruiting plan.

Three different committees were formed to attain this goal: program, marketing and recruitment. Each committee was composed of an administrator, teachers and at least one board member.

The Program Committee met and decided in order to earmark programs, more information needed to be gathered. It was decided to wait for the Recruitment Committee to gather information as to referrals, a survey from the parents, students and staff, etc. before discussing program needs. To research grants to fit school needs, there were several options/databases discussed. But it didn't make sense to pay into the subscriptions for the databases until program needs were identified. A project that was identified was having a safe place for the students to be during breaks, lunch, and especially when they play basketball, etc. (currently in the school's parking lot.). Out of this need based on input from students, staff, teachers and parents, grant requests were made to construct a new student commons area. This project was funded through foundations and individual donations. Another area of need for classrooms were newer technology to assist teachers in their instruction. Other programs that were identified and funded by grant request by staff were the updating of textbooks to be in alignment with Common Core standards and smart TV installation in several classes. Surveys that were given to parents and students were inconclusive because there was not enough interest or areas of concern that were high.

The Recruitment Committee met to discuss what groups to target for new student referrals and decided they needed to first find out where current referral sources were coming from. It was discovered that there was not an accurate record-keeping practice ongoing and from that point on in 2017, it became a practice to find out the referral source and track them. This halted the Recruitment Committee until many months later when the school was able to have information on referral sources. The current recruitment/enrollment committee is composed of the principal and four active board members. New groups have been identified as referral sources: educational advocates,

attorneys and pediatricians. The committee is actively reaching out to these groups to educate them about our school as a possible resource for their clients. Keynote speakers that can speak to the community members about educational questions and concerns are invited to speak at the school. This is another avenue to educate the surrounding community members on what our school has to offer students.

The Marketing Committee was successful in matching up the school's logo, digital media and website so there was a clear identity of the organization. The marketing committee revamped the website with a new design and layout, after a few rounds of designs, using the new style guide with updated logos, fonts and colors. Written content was revised across the site, with revisions and feedback from the staff and teachers. The website's stock photos were replaced with settings around the school with students taken by a professional photographer. The functionality of the site was also improved so that it can also be viewed on mobile devices.

For the school year 2019-2020, an Enrollment Committee has been formed in order to tackle the problem of decreasing enrollment over the last few years. The committee believes that student enrollment can increase by reaching out to various entities and promoting the school through active referrals from pediatricians, educational advocates/lawyers and adolescent units at community hospitals. The committee consists of the school's assistant director and four board members. Each member is reaching out to their core group and educating them about the school may be of help to children needing a smaller environment where each students' needs are met. It has also been discussed that inviting educational advocates to speak quarterly at the school where the community is invited to discover their rights as parents of students seeking a more specialized environment for their children. The committee believes that they can better educate the community on what the school has to offer. They also believe that the local high school is misleading parents in respect to allowing students to obtain help from other schools such as Hillside. Not only are the local junior and senior high schools under a new administration where the principal is attempting to work with its students but that the new principal is doing everything possible to keep their students. However, this can be detrimental to the student who would be more successful in a small environment where the student's needs can be met promptly. The committee is reaching out to doctors' offices and speaking to the doctor/manager, explaining what our school has to offer. The same is done with respect to the educational advocates and hospitals. The committee is actively working with the various entities that the committee feels can best accomplish the goal of higher enrollment.

Goal 5: Site leadership and staff will develop and implement an organized, systematic assessment program to assess academic growth in English Language Arts and Math.

Implemented in Math and English classes beginning in the 2017-18 school year, the i-Ready assessment provides a diagnostic, mid-year, and end-of-year score for each full time student at Hillside. Teachers attended a professional development by the

i-Ready team in order to learn about the assessments and how to interpret data gained at each implementation. In subsequent years, Hillside teachers have also developed classroom goals based on the i-Ready data, ranging from how to target specific areas of need to promoting a positive test-taking environment. School-wide, students are offered an incentive to improve their scores from the initial diagnostic to the end-of-year, encouraging them to try their best at each testing session. Results are discussed with students individually, and also reported to families.

V. Schoolwide Action Plan Refinements

The following refinements have been made on the single schoolwide action plan.

Goal 1: Determine additional assessments and goals that focus on specific areas that ultimately affect the ability of our students to access their education.

The goal has been updated to: Reduce the rate of non attendance and tardiness that ultimately affect the ability of our students to access their education. The refinement is important in that it was apparent the areas of most concern using the California Alternative Accountability Model was students' attendance, tardiness and behavior at The Hillside School. Although homework completion was an area of initial concern, after compiling data it was proven that homework completion was relatively high. The data gathered and observations from teachers supported that attendance, punctuality and behavior were areas of concern.

Goal 2: Staff will develop and implement core remedial Algebra 1 and Geometry programs to ensure student academic growth in each of these two core subjects.

The Growth Target has been changed from 5% to 2.5% increase of class average from the original i-Ready baseline data recorded at beginning of course. Initially, the increase was 5%, but it was apparent that there was a student motivation issue to address and the staff felt motivation was an area to increase and then an increase in performance would be a natural occurrence. While in the process of determining the best means to motivate students to perform at the best during the i-Ready assessments, the percentage increase of growth was cut in half.

Goal 3: Staff will develop and implement core remedial material for the Biology and Chemistry programs to ensure student academic growth in each of these two core subjects.

There was difficulty determining a good assessment for academic growth in Biology and Chemistry due to the fact the ACT was no longer producing subject specific Quality Core assessments in these two core sciences. Time was spent in 2017 trying to determine a

good assessment to use since the ACT Quality Core was unexpectedly unavailable as they had been in past years. The school had used this assessment in the past several years to measure subject mastery. The major refinement happened in 2018 when it was decided that sample science exam questions based on Biology and Chemistry from the college admissions exam, ACT, was decided as an assessment tool.

Goal 4: The Hillside School will develop a consistent marketing plan to increase income and continue to enhance financial stability by continuing to brand The Hillside School and Learning Center, seeking appropriate grant opportunities and creating a recruiting plan.

The refinement in the marketing plan was the forming of a stable enrollment committee to ensure the school's financial stability. Unfortunately, some of the research unveiled that there was insufficient data kept on student referrals thus stalling the progress of committees to increase student enrollment. Now, since 2017, the school has kept an accurate record of where families heard about the school and this information helps drive the enrollment committees decisions on marketing. Also, the addition of three new board members who have the skills and time to help with seeking foundation support has greatly helped the progress on this action item.

Goal 5: Site leadership and staff will develop and implement an organized, systematic assessment program to assess academic growth in English Language Arts and Math.

The Growth Target for this item was also changed from 5% increase to 2.5% increase. The reasoning for this change is the same as the Goal 2 from above. Discovering the best way to improve student motivation to perform at their best is the underlying issue that needs addressing the most.