

Hernando Elementary School Improvement Plan 2016-2017

MISSION: *We recognize that all individuals can learn at different times, at different rates, and in different ways. In doing so, we provide an opportunity for lifelong learning.*

How will we create RIGOROUS and RELEVANT lessons that will ENGAGE our students?

	Goal 2015-16	Goal 2016-17	Action Steps	Evaluation
ELA	Students Scoring at or above Level 3 on FSA ELA will increase to <u>72%</u>	Students Scoring at or above Level 3 on FSA ELA will increase to <u>74%</u> Increase the percent of students making learning gains in the in the lower quartile by 10%	<ul style="list-style-type: none"> • Establish a Literacy Council to assist in facilitating grade-level initiatives • Identify and utilize assessments to gain purposeful information about students' ability to read • Establish a process for re-teaching following a classroom assessment • Plan for Professional Development focused on deconstructing informational text • Expect routine use a framework to identify the main idea across all content areas • Model explicit use of a common graphic organizer for the purpose of deconstructing text to build comprehension and planning for text-based writing • Provide teachers with strategies to instruct in specific language acquisition • Before and after school tutoring programs for students performing in the lower quartile 	ELA (3 rd -5 th gr) FCAT 2014: 67 FSA 2015: 58
				FSA 2016: 67
				FSA 2017
Math	Students Scoring at or above Level 3 on FSA Math will increase to <u>75%</u>	Students Scoring at or above Level 3 on FSA Math will increase to <u>77%</u> Increase the percent of students making learning gains in the in the lower quartile by 10%	<ul style="list-style-type: none"> • Establish a Math Council to assist in facilitating grade-level initiatives • Support the implementation of the utilization of Math Modules • Administrative Team will work in collaboration with grade levels monthly to assist in analyzing classroom assessment data to determine strengths and weaknesses in order to adjust instruction • Provide opportunities for instructional staff to deepen their understanding of the importance of content area vocabulary • Identify specific mathematical vocabulary and expect specific instruction in mathematical vocabulary • Fact Fluency practice provided at all grade levels 	Math (3 rd -5 th gr) FCAT 2014: 62 FSA 2015: 65
				FSA 2016: 70
				FSA 2017

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Science	Students Scoring at or above Level 3 on FCAT Science will increase to __62%__	Students Scoring at or above Level 3 on FCAT Science will increase to __63%__	<ul style="list-style-type: none"> • Increase the familiarity with Study Island to support standards-based instruction in grades 3-5 • Provide science related reading opportunities through the ELA block • Utilize a Main Idea Frame and provide Sorting opportunities to demonstrate understanding of content 	FCAT Science (5 th gr) 2014- 50 2015- 57
				2016: 56
				2017
PBS	The percent of students with NO office discipline referrals will exceed __90%__	The percent of students with NO office discipline referrals will exceed __90%__	<ul style="list-style-type: none"> • Establish a process to celebrate students’ receiving positive behavior referrals • Recognize positive behaviors on the morning show • Implement Zones of Regulation Training to teachers and students • Continue training and implementation of the Time to Teach Program • Establish a Student Council comprised of 5th grade students to represent the “pulse” of the student body • Establish a PBS Committee to meet quarterly to review discipline data 	Percent of Students with No ODR 2014- 97% 2015- 98%
				2016: 98
				2017
Other				

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Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Expected Consistency: Timeline	Notes
How can we increase student achievement levels in Math?	Standards Based Instruction	TOSA, Principal, Assistant Principal, Teacher Leaders	Math Modules CPALMS Study Island MAFS Observation of Model Classrooms	Walk Throughs, Formal Observation, Assessment and Walk Through Data	August 2016-May 2017	
How can we increase student achievement levels in ELA Writing?	Standards Based Instruction	TOSA, Principal, Assistant Principal, Teacher Leaders	Core Connections CPALMS Observation of Model Classrooms	Walk Throughs, Formal Observation, Assessment and Walk Through Data	August 2016-May 2017	
How can we increase student achievement in levels in the area of Reading?	Standards Based Instruction	TOSA, Principal, Assistant Principal, Teacher Leaders	LAFS	Walk Throughs, Formal Observation, Assessment and Walk Through Data	August 2016-May 2017	
How can we increase student achievement levels in the area of Science?	Integration of Science text into the ELA block Standards Based Instruction	TOSA, District TOSA, Principal, Assistant Principal	Study Island	Walk Throughs, Formal Observation, Assessment and Walk Through Data	August 2016-May 2017	
How can we increase learning gains for students performing in the lower quartile?	Standards Based Instruction	TOSA, Principal, Assistant Principal, Teacher Leaders	Researched based intervention materials	Observation of intervention blocks, data analysis	August 2016-May 2017	