

Hernando Elementary School

School Improvement Plan 2018-2019



Mission/Vision: We recognize that all individuals can learn at different times, at different rates, and in different ways. In doing so, we provide opportunities for lifelong learning.

EQ: How will we address and improve areas of need as identified through global analysis of our schools data?

Areas of Focus:

1. Strengthen behavioral supports
2. Improve student engagement
3. Increase ELA performance in the lower quartile on multiple assessment measures

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Establish Literacy Committee with the following functions (during monthly meetings) <ul style="list-style-type: none"> *establish, communicate, and implement the balance between text-based writing and reading *select and integrate daily language component/activity *examine elements of text based writing process *utilize committee leaders to identify and model targeted high-yield strategies within <ul style="list-style-type: none"> classrooms * implement common planning template for ELA *identify which foundational skills are trending as a need in K-2 in order to select appropriate interventions 2. Schedule PD focusing on <ul style="list-style-type: none"> *differentiation in literacy - focusing on the lower quartile (guided reading with Jan Richardson book) *lesson studies (reading and small group/cooperative grouping) *continue establishing grading practices to match student assessment data and true skill set *vertical planning 	<ol style="list-style-type: none"> 1. Walk-through data <ul style="list-style-type: none"> *review regularly with leadership team *review with staff monthly/quarterly 2. Review established practices within the literacy block and monitor their implementation in the classrooms 3. Review and monitor intervention selections for foundational skills and student progress 4. Review staff survey responses following PD presentations and observe results of share sessions 5. Monitor weekly intervention (lowest quartile) scores along with classroom grades via Google Docs 	<ol style="list-style-type: none"> 1. The percentage of students scoring a level 3 and above will increase from 65% to 69% 2. The percentage of students demonstrating learning gains in FSA ELA will increase from 55% to 59% 3. The percentage of students in the lowest quartile demonstrating learning gains will increase from 38% to 42%



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Action Steps		Evaluation	
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Core Content Areas (cont.)	<ol style="list-style-type: none"> 1. Review the 5-D tool with a focus on the indicators associated with Student Engagement in the following proposed order (with parenthesized strategies as listed): <ol style="list-style-type: none"> a. Quality of Questioning (aligning question stems with standards and including questions in lesson plans; discussing monthly at team meetings, refer to CCR for model, swivel camera for discussion) b. Student Talk (what does this look like in each grade level? purposeful student talk and how is it utilized to support student learning and guide instruction) c. Ownership of Learning (student driven, opportunities for choice) d. Opportunity and Support for Participation and Meaning Making (connection with self and connection with world) e. Capitalizing on Students' Strengths (leveraging relationships and knowledge of students to allow them to show their expertise on subject matter) 2. Provide pacing indicated above and seek feedback from teachers via survey during PD 3. Identify and ask teacher leaders in various areas to share best practices and model 5D strategies for others during faculty learning sessions 4. Emphasize expectation of strong and clear objectives communicated with students and displayed/posted for learning and mastery (EQ, learning goals) 	<ol style="list-style-type: none"> 1. Walk-through data <ul style="list-style-type: none"> *review regularly with leadership team *review with staff monthly/quarterly (during share sessions) 2. Review teacher feedback and modify PD offerings as indicated by feedback 3. Ensure that at least 2 teachers present (primary/secondary) at each faculty learning session (monthly) 	<ol style="list-style-type: none"> 1. At least 2 5D walkthroughs will be conducted to determine teacher use of 5D strategies.



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Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Behavior	<ol style="list-style-type: none"> 1. Implement the Sanford Harmony program <ul style="list-style-type: none"> * training for instructional staff prior to school starting * support implementation of morning meetings by guidance/behavioral staff * continued support and analysis by student wellness committee 2. *Establish Student Wellness Committee with the following functions: <ul style="list-style-type: none"> *analyze referrals to determine trends *examine and inform school staff of best practices in classroom behavior plans *provide framework for morning/afternoon meetings 3. Establish PBS Committee with the following functions: <ul style="list-style-type: none"> *discussion of potential of positive behavior reinforcement events and activities *super hero of the week *positive referrals 	<ol style="list-style-type: none"> 1. Walk-through data <ul style="list-style-type: none"> *review regularly with leadership team 2. Monitor referrals weekly, monthly, quarterly 3. Increase opportunities for celebration of pro-social behaviors 4. Student and Staff survey (multiple times per year) 5. School wide walk for visual representation of expectations 6. Reliable and identifiable trends for identified behavior students 	<ol style="list-style-type: none"> 1. In-school and out of school suspension events will decrease from 66 to 56 in the 2018-2019 school year.
Other			

School Grades								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A	B	A	B	B	B	



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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts **or** mathematics
 - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments
Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Hernando Elementary School utilizes the following Early Warning Indicators: Attendance, Suspensions, Course Failures, and Level 1 FSA/Fastbridge to identify students for increased supports. Data days, CSTs, and teacher input are considered in an ongoing manner as well.

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
KDG	9	0	0	0
Grade 1	24	3	0	6
Grade 2	25	1	8	7
Grade 3	10	5	3	5
Grade 4	13	6	13	15
Grade 5	18	6	12	14

	Two or More EWS Indicators
KDG	0
Grade 1	6
Grade 2	7
Grade 3	5
Grade 4	15
Grade 5	14

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students are placed in appropriate intervention groups based on their individual needs. Teachers across the grade level are engaged in the delivery of targeted interventions in academic as well as social and behavioral areas.

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers have weekly collaborative planning. Teams are provided with additional time (compensated) outside of the school day to plan in groups. Teams meet triannually to discuss grade level data in a detailed manner and to evaluate the effectiveness of interventions as well as consider new groupings. School-wide and grade level professional development is provided on effective instructional practices.

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Literacy units of instruction are reversed planned from the standards-based assessments. Standards are included in lesson plans and displayed in classrooms. Standards-based lesson plans are available to parents via skyward.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

School-wide data days for all grade levels are conducted three times each school year. Students for tiered interventions are identified. Tiered interventions are provided and reevaluated continuously.