

HES School Improvement Plan

2017-2020

Vision

The Huntingtown Elementary community embraces relationships by providing a caring and safe environment, where a foundation for rigorous and relevant learning is established through collaboration, communication and technology.

Mission

We will develop meaningful and positive relationships through social-emotional learning in order to create a caring and safe environment guided by our innovative PBIS initiatives.

We will promote a collaborative and rigorous learning environment through standards aligned instruction where students and staff are highly engaged in relevant, meaningful, and strategic instruction.

We will prepare life-long learners by developing skills for the 21st century to include communication, collaboration, creativity, and critical thinking.

We will provide opportunities for students to participate in rich digital media experiences through technology and the Internet to prepare them for a globally competitive future.

Goals

Overall Goal: HES PARCC scores will exceed the Calvert County Average including all subgroup areas.

Benchmark Goal: Each grade level will write SMART Goals in ELA and Math. Our HES goal will be 80% of our grade level SMART goals were met.

RIGOR

ACTION STEP	HOW WILL WE IMPLEMENT?
<p>By January 2019 HES staff will identify and implement up to five high yield instructional strategies to reach and teach diverse learners as measured by walkthrough tool, disaggregated assessment data, and staff participation in customized Professional Development.</p>	<p>School Administration paired with School Improvement Team members will plan strategic professional development using Schoology and face to face opportunities to:</p> <ul style="list-style-type: none"> ✓ Research and share how to teach: students of poverty, males, students of color, special education, etc. to increase teacher skill set ✓ Invite guest speaker Sandy Walker back to share system data and strategies and expectations. ✓ Build deeper relationships with students by increasing positive interactions and goal setting ✓ Utilize framework for understanding poverty to increase knowledge and skills ✓ Organize Eric Jensen book study <i>Engaging Students with Poverty in Mind</i> to increase knowledge and skills ✓ Use Gradual Release of responsibility as a teaching strategy to increase student engagement and performance ✓ Small Group Targeted Instruction to increase student performance ✓ Use UDL Now Book to plan PD to increase capacity for providing multiple ways for representation, action and expression, and engagement ✓ Participate in PD/Course Opportunities such as <i>Providing Students Who Struggle with Opportunities for Success</i> to design instruction that meets the needs of diverse learners ✓ Select staff will participate in face-to-face PD organized and offered by CCPS Special Education Department
<p>By January 2019 HES teachers will deepen knowledge of grade level standards and best practices for instruction by receiving customized PD as measured by walkthrough tool and participation in opportunities.</p>	<p>School Administration will provide opportunities for staff to:</p> <ul style="list-style-type: none"> ✓ Participate in Kathy Bumgardner professional development focused on Reading Standards one through nine, model lessons, and follow up activities. ✓ Participate in customized PD and Vertical Articulation Meetings for ELA and Math where there will be a focus on looking at standards that come before and after each grade level ✓ Utilize Common Core Companion Books for ELA and Math to deepen teachers' understanding of the standards and to identify possible student misconceptions
<p>By April 2018, Teachers will regularly create and</p>	<p>Teachers will plan for and implement regular targeted small group instruction in the following ways:</p> <ul style="list-style-type: none"> ✓ Utilize NST Grid for each concept which will inform teachers of next instructional steps

<p>analyze common formative and summative assessments that align to standards to guide targeted small group instruction as measured by PLC agenda notes.</p>	<ul style="list-style-type: none"> ✓ Analyze student work after administering both common and formative assessment to plan small group instruction. ✓ Teachers will structure their instructional blocks and physical classrooms in order to facilitate small group instruction. ✓ Teachers will provide a visual (such as a pocket chart, kinder wheel, smart board, etc.) to organize small group and independent learning. ✓ PLC Time & Structure will be modified to promote deep collaboration, planning, and analysis of student data ✓ Teachers and students will create evaluation criteria such as rubrics for selected standards-based assignments in all content areas to determine next instructional steps
<p>By April 2018, Grade Levels will create short-term SMART Goals aligned with county and teacher created assessments and adjust instruction as needed.</p>	<p>Teachers and teams will create goals to monitor progress and close gaps in the following ways:</p> <ul style="list-style-type: none"> ✓ Plan with the assessment in mind so that instruction, curriculum standards, and assessment are aligned ✓ Utilize common formative assessments as a to measure progress toward SMART Goals ✓ Engage students in goal setting and progress monitoring activities. ✓ Analyze student work to create fluid and flexible instructional groups.

RELEVANCE

ACTION STEP	HOW WILL WE IMPLEMENT?
<p>By May 2019, staff and students will increase access to rich digital media through experiences with technology and the Internet as measured by walkthrough tool and survey data.</p>	<p>Students and teachers will increase their digital literacy skills in the following ways:</p> <ul style="list-style-type: none"> ✓ Teachers will be provided the use of Nearpod to increase instructional digital experiences related to curriculum standards ✓ Teachers will use Digital Readworks and other online databases to provide opportunities for students to read and respond to text online ✓ HES will apply to become a Digital Citizenship school where students will learn how to be responsible digital citizens ✓ Students and teachers will utilize the Library of Congress resources to increase student exposure to research and primary sources ✓ Teachers and students will utilize the Schoology and 365 Classroom and/or Google Classroom platform to increase access to various teaching and learning tools

	<ul style="list-style-type: none"> ✓ Students will be provided 1:1 Devices in Gr. 3-5 and 1:4 for grades K-2 for 2018-2019 to increase access to digital tools and the internet to transition instruction from substitution to augmentation to modification to redefinition (SAMR Model) ✓ Teachers were provided laptops to increase efficiency by: being an active participant in Professional Development; having increased access to student data; utilizing online tools and teaching resources to promote student engagement and learning
<p>By March 2018, Teachers will provide learning experiences that are directly applicable to students’ real-world experiences and interests as measured by student responses during walkthroughs.</p>	<p>Teachers will increase student engagement by making learning relevant in the following ways:</p> <ul style="list-style-type: none"> ✓ Teachers will provide a real-life context and close reading strategies to deepen understanding and engagement with the problems ✓ Teachers will collaborate with resource specialists to integrate subjects and provide connected instruction ✓ Teachers will increase their use of the real-world articles in the Comprehension Tool Kit lessons on monitoring comprehension ✓ Teachers will utilize relevant current events and topics and connect them to curriculum to increase student engagement and citizenship ✓ Teachers will include Interest based literacy stations during independent literacy rotations ✓ Teachers will utilize morning meeting topics, heart lists and 10x2 information gathered from students to learn about their interests.
<p>By June 2019, Staff will visit other classrooms to gain ideas, techniques, and suggestions that they can use with students to build teacher capacity as measured by a created participation form.</p>	<p>Teachers will increase their instructional repertoire and apply new learning to their current practice in the following ways:</p> <ul style="list-style-type: none"> ✓ Administration will utilize a custom-made walkthrough tool focused on instruction to provide regular feedback to teaching staff to promote reflection and growth ✓ Teachers will be provided two half days to visit colleagues’ classrooms to gain highly effective instructional strategies ✓ Teachers will leave “love notes” to thank hosting teachers and to promote a positive school climate ✓ Teachers will complete a participation form that documents at least one new instructional strategy

RELATIONSHIPS

ACTION STEPS	HOW WILL WE IMPLEMENT?
<p>By June 2020, we will develop meaningful and positive relationships through social-emotional learning in order to create a caring and safe environment guided by our innovative PBIS initiatives as measured by a decrease in discipline referrals, student and staff survey data.</p>	<p>HES staff will support and increase student achievement by focusing on social emotional learning with all students in the following ways:</p> <ul style="list-style-type: none"> ✓ All staff will participate in <u>Closing the Attitude Gap</u> book study and follow up activities to promote reflection and increase positive staff to student interactions ✓ All staff will be provided with the 10x2 Relationship Building Strategy to build positive relationships with potentially challenging students ✓ Selected teachers will attend Trauma and the Brain workshop ✓ Teachers will facilitate Morning meetings with weekly plans provided by PBIS to teach Social Emotional skills ✓ Students will have access to Talk Sheets to increase their opportunities to voice their concerns and communicate with a caring adult ✓ The PBIS team will organize School-wide quarterly behavior incentives to reward and increase positive behavior of students and to spend time teaching expectations for students who need additional support ✓ Administration will provide modified Staff Meetings to nurture positive relationships among the staff and encourage teacher growth ✓ Teachers in Pre-K-1 will be provided with Second Step Program, phasing in grades 1-5 in subsequent years to increase teacher and student knowledge of social emotional skills ✓ HES will partner with HUMC Mentors and Volunteers provide additional support to students with homework, social emotional skills, and increased access to school wide events ✓ Teachers will utilize class DoJo to increase the ratio of positive praise to negative correction ✓ Administrators will conduct monthly attendance meetings with Pupil Personnel Worker to monitor and communicate attendance concerns with families ✓ Administrators and teachers will conduct quarterly Family Academic Informational Sessions to further inform and engage families in the success of their students ✓ Administrators will offer quarterly Tea with Administration to increase communication and positive community relationships ✓ Administrators will meet regularly with GAP students in Gr. 3 to build relationships, generate goals, and increase overall academic success