

**Hollifield Station Elementary School
SCHOOL IMPROVEMENT PLAN 2011 – 2012**

PERFORMANCE RESULTS

[MARYLAND REPORT CARD](#)

(CTRL THEN CLICK TO GO TO LINK)

SCHOOL IMPROVEMENT TEAM

The school improvement team (SIT) leads the school community in making the school a positive place in which teaching and learning can thrive. It is a group of people who reflect the diversity of the school community who work in conjunction with the school administration to develop comprehensive plans for each school.

SCHOOL SYSTEM GOALS

Goal 1: Each child, regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

School System Expectations

- Know your students and the differentiated supports in place to ensure their success
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Have a process in place for continuously monitoring student progress
- Develop a relationship with students and their families

SCHOOL VISION

Our mission is to provide a nurturing learning environment that fosters academic excellence and promotes responsible attitudes and behaviors within a diverse community. Our vision is to build and respect relationships and encourage collaboration between all members within our learning community.

AREAS OF FOCUS

Kindergarten

Reading: Word study, guided reading & Common Core Writing Framework

Math: Math Common Core Curriculum & Standards for Math Practices

Grade 1

Reading: Developing independent reading, guided reading, and Common Core Writing Framework

Math: Number Sense, Vocabulary, Fact Fluency & Standards for Math Practices

Grade 2

Reading: Developing independent reading, guided reading, and Common Core Writing Framework

Math: Number Sense, Vocabulary, Fact Fluency & Standards for Math Practices

Grade 3

Reading: Guided Reading, Comprehension & Common Core Writing Framework

Math: Number Sense, Problem Solving & Standards for Math Practices

Grade 4

Reading: Comprehension & Common Core Writing Framework

Math: Number Sense, Problem Solving & Standards for Math Practices

Grade 5

Reading: Comprehension & Common Core Writing Framework

Math: Number Sense, Problem Solving & Standards for Math Practices

ESOL

Reading: Vocabulary Development & Common Core Writing Framework

Math: Vocabulary Development & Standards for Math Practices

Special Education

Reading: Comprehension, Decoding, and Common Core Writing Framework

Math: Computation & Standards for Math Practices

NEEDS ASSESSMENT

The HSES School Improvement Team examined the results from various data sources including the Maryland State Assessment (MSA), Stanford 10 Achievement Test (SAT 10), County Assessments, and formative assessment data.

Goal 1: Reading Objectives

By June 2012, the overall scores on the Grade Two Test, SAT 10 will increase from 80.6% to 85 %.

By June 2012, the overall percentage of students in grades 3, 4 & 5 scoring proficient and Advanced on Reading MSA will increase from 94.1% to 96%.

Goal 1: Math Objectives

By June 2012, the overall percentage of students on Grade Two Test will increase from 83.7% to 85%.

By June 2012, the overall percentage of students in grades 3, 4, & 5 scoring proficient and advanced on the MSA will increase from 94.6% to 97%.

Goal 2: By June 2012, HSES overall attendance will be at or above 96.5%. By June 2012, out-of-school suspensions will remain at less than 1%.

HIGH LEVERAGE STRATEGIES

I. Planning and Preparation & Delivery of Instruction

Cross-curricular implementation of the English/Language Arts Common Core State Curriculum/Writing

K-5 teachers will:

- Implement the Writing Matrix Units of Study
- Ensure that students write daily for a variety of purposes throughout the content areas
- Use the writing Expectation Checklist to monitor student progress and inform instruction
- Maintain a Language Arts folder containing samples of writing for each purpose with attached grade rubrics
- Participate in the five modules of professional development provided by the Reading support Team and will collaboratively plan quarterly units of study for writing.

Measure of Success: Student Writing Samples will show students making academic progress in alignment with the Maryland State Common Core Curriculum.

II. Planning and Preparation & Delivery of Instruction

Cross-curricular implementation of Mathematics Common Core State Curriculum/Math Practices

K-5 Teachers will:

- Participate in the five modules of professional development provided by the Reading support Team and will collaboratively plan quarterly units of study for writing.
- Develop problem-based lessons that promote reasoning, sense-making, and student discourse.
- Share evidence of Mathematical Practices in student work and formative assessments during collaborative planning and/or administrative team meetings.
- Use look-for documents to collect data of student behaviors that exhibits the Mathematical Practices

Measure of Success: Students performing below grade level (K-5) will decrease from 7.8 % to 5 % or less

III. Positive Behavioral Interventions and Supports (PBIS) – Staff will implement a positive approach to school wide discipline.

- The staff will recognize students for positive behavior, have consistent expectations, and monitor student data.

Measure of Success: Student Office Discipline Referrals (ODR's) and remain at less than 1% out-of-school suspensions

