

## Student Achievement 2016-2017 Homer Intermediate

### S.M.A.R.T Goal:

Increase student performance on NYS CCLS W.2 by at least 20% at each grade level in both the full and partial credit measurements as determined by the 2017 NYS ELA assessment in comparison to the 2016 NYS ELA assessment.

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W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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### Baseline- 2016 ELA Data

Grade 3- 0% students received full credit

Earned points- CR 40 17%; CR 34 27%

Grade 4- CR34- 0%; CR40 1% students received full credit

Earned points- CR34- 20%; CR40 20%

Grade 5- CR34- 45CR 2%; CR45 1% students received full credit

Earned points- CR45- 43%; CR51 39%

Action(s)	Responsible People	Evidence	Critical Dates
Implementation of HCSD writing plan- including adapted lesson planning, writing across the content areas, classroom procedures and structures, teacher collaboration	Classroom, reading and special education teachers; ELA Coach; Principal; ELA CALT; Int LMS; Dir Instruction	Lesson plans, APPR evaluation, ELA coaching ,expanding time for writing in classes in schedules, utilization of rubrics and student self-assessment	school year
Writing assessment data	Classroom, reading and special education teachers; ELA Coach; Principal; ELA CALT; Dir Instruction	Student work; common scoring, scoring documents/collection	9/26, 12/5, 1/17, 2/13, 2/27, 5/15, 6/5

**Character Education 2016-2017 Homer Intermediate**

**S.M.A.R.T Goal:**

Positively influence three areas of school climate by 20% as measured by the 2017 district character education survey data as compared to the 2016 district character education survey data.

**Baseline data- 2016 District Character Education Survey**

- \*Students feel they can make a difference- often 32%; almost always 45%
- \*Adults notice things that I do well- often 43%; almost always 38%
- \*Student stand up for others- often 43%; almost always 37%

<b>Action(s)</b>	<b>Responsible People</b>	<b>Evidence</b>	<b>Critical Dates</b>
*Recognize students each month *Post recognition around school *Use PRIDE council to highlight student actions *recognize students on morning announcements *Contact parents about positive behaviors *Use positive language in TCI model	PRIDE Council, teacher and staff	Hallway postings, pep rallies, phone records, survey data	10/16, 11/16, 12/16, 1/17, 2/17, 3/17, 4/17, 5/17,/6/17