

Bushy Park Elementary School 2018-2019
SCHOOL IMPROVEMENT PLAN AT-A-GLANCE



SCHOOL MOTTO



*Communicate
 Collaborate
 Connect*

HCPSS STRATEGIC CALL TO ACTION
 LEARNING AND LEADING WITH EQUITY
 THE FIERCE URGENCY OF NOW

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS OVERARCHING COMMITMENTS

Value- Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

Achieve- An individual focus supports every person in reaching milestones for success.

Connect- Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

Empower- Schools, families and the community are mutually invested in student achievement and well-

SCHOOL TARGETS AND STRATEGIES

MATHEMATICS TARGET

Students in Grades 3-5 will improve to an average of 70% on PARCC 2019 Mathematics Assessments and reduce the six -point percentage difference between girls achieving (65%) and boys achieving (70%) in PARCC 2018

READING TARGET

Students in Grades 3-5 will improve to an average of 74% on PARCC 2019 Reading Assessments. Students in the combined Hispanic & FARM student groups will improve from an average of 38% (PARCC 2018) to an average of 40.8% (PARCC 2019)

DISCIPLINE TARGET

Students in Grades PreK-5 will reduce the number of Minor Incident Reports from 67 to 50 for the school year of 2018-2019. Male students receiving MIR's will reduce from being 86% of those students who received MIR's, as reported in 2017-2018, to 67% or less.

STRATEGIES

I Collaborative Cycle of Planning/Instruction/Data Reflection:
Supports differentiated and challenging instruction for all students.

- Evidence of collaborative planning in team documentation for mathematics and writing standards with evidence of differentiated small group instruction and direct instruction of writing standards. This will be observed through formal observations, content walkthroughs and learning walks.
- Evidence of data conversations utilizing the Data Protocol to reflect on student performance on: teacher- selected assessments, benchmarks, MAP and PARCC

II Foster a Classroom Environment that Supports Productive Struggle:
Also Foster a Classroom Environment that Encourages Risk-Taking

- Evidence of team documentation of problem based learning and strategies designed to support independence and to offer the opportunity to increase risk-taking and student stamina in reading, writing and math.
- This will be observed during formal observations, content walkthroughs and learning walks. Evidence of time on task, growth data; progress in benchmarks, growth quotient in MAP and students' performance in PARCC.

III Direct Instruction on Social-Emotional Competencies and School-wide Expectations

Students will have the opportunity to use the social-emotional skills they received instruction on.

- Evidence of schedules with reserved times for social-emotional skill instruction and the monitoring that it is taking place.