

**SWANSFIELD ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN AT A GLANCE  
2020 – 2021**



**SES SCHOOL: VISION AND MISSION**

To develop a community of lifelong learners among students, staff, and parents, where all learners are actively engaged, aware of others and themselves, and are critical problem solvers.

**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 socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

**HCPSS DESIRED OUTCOMES**

**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-being.

**SCHOOL TARGETS AND STRATEGIES**

ELA Targets

- Increase the percentage of students in grades 3-5 scoring a level 4 or higher on MCAP from 39.5% to 42%.
- Increase the percentage of African-American students in grades 3-5 scoring level 4 or higher on MCAP from 29.6% to 32.5%.

ELA Strategies

1. Staff will participate in professional learning with unpacking the Reading Standards during bi-weekly planning with RST and grade level teams
2. Staff will connect their knowledge of the standards to student engagement strategies during implementation of BAR and Making Meaning.
3. Staff will participate in quarterly instructional rounds to observe student engagement with the grade level reading standards and implementation of BAR and Making Meaning.

Math Targets

- Increase the percentage of students in grades 3-5 scoring a level 4 or higher on MCAP from 38% to 40.5%.
- Increase the percentage of African-American students in grades 3-5 scoring a level 4 or higher on MCAP from 24.1% to 27.3%.

Math Strategies

1. Staff will engage in bi-weekly grade level planning with the MST to implement high quality tasks and identify possible student misconceptions.
2. Staff will engage in bi-weekly collaborative professional learning/planning in order to implement differentiated instruction to address student misconceptions in the mathematics classroom.
3. Coaching model (learning walks, peer observations, and model lessons) will be utilized by the Mathematics Support Teacher to provide teachers with differentiated professional development on how to address student misconceptions. Frequency will be determined by the needs of the individual teachers.

