

**SWANSFIELD ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2019 – 2020**



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

ELA Strategies

1. Staff will participate in professional learning involving unpacking the reading standards during bi-weekly planning with the RST, grade level teams, and with outside coaches/experts from the county approved curriculum *Being a Reader by Collaborative Classrooms*.
2. Staff will connect their knowledge of the standards to instructional choices of complex text during bi-weekly planning with the RST and grade level teams.
3. Staff will participate in instructional rounds to observe student engagement with grade level reading standards and exposure to complex text.

Math Targets

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