

SWANSFIELD ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2021 – 2022



<i>SES SCHOOL: VISION AND MISSION</i>	<i>SCHOOL TARGETS AND STRATEGIES</i>
<p>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.</p>	<p>Literacy Target</p> <ul style="list-style-type: none"> To increase the percentage of students in grades 3-5 who score 4 or higher on the Spring 2022 Maryland Comprehensive Assessment Program (MCAP) Literacy Assessment.
<p align="center">HCPSS STRATEGIC CALL TO ACTION <i>LEARNING AND LEADING WITH EQUITY</i> <i>THE FIERCE URGENCY OF NOW</i></p>	<p>Summary of Literacy Strategies</p> <ol style="list-style-type: none"> Staff will participate in professional learning unpacking the Reading Standards during bi-weekly planning with RST and grade level teams Staff will connect their knowledge of the standards to student engagement strategies during implementation of Being A Reader and Making Meaning. Administration and the Reading Support Teacher will implement instructional walkthroughs to monitor the fidelity of instruction aligned to grade-level reading standards.
<p>Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.</p> <p>Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.</p>	<p>Mathematics Target</p> <ul style="list-style-type: none"> To increase the percentage of students in grades 3-5 who score 4 or higher on the Spring 2022 Maryland Comprehensive Assessment Program (MCAP) Mathematics Assessment. <p>Summary of Mathematics Strategies</p> <ol style="list-style-type: none"> Staff will engage in bi-weekly grade-level professional learning/collaborative planning with the MST in order to implement high quality tasks, identify and address possible student misconceptions and ensure differentiation of instruction. Instructional walkthroughs, peer observations and model lessons will be utilized to provide teachers with differentiated professional learning on how to address student misconceptions through differentiated instruction. Frequency will be determined by the needs of the individual teachers.
<p align="center">HCPSS DESIRED OUTCOMES</p>	
<p>Value - Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.</p> <p>Achieve- An individual focus supports every person in reaching milestones for success.</p> <p>Connect - Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.</p> <p>Empower - Schools, families and the community are mutually invested in student achievement and well-being.</p>	<p>Belonging Target</p> <ul style="list-style-type: none"> To decrease the percentage of Office Discipline Referrals (ODRs) for all grade-level students. <p>Summary of Belonging Strategies:</p> <ol style="list-style-type: none"> All staff will engage in ongoing professional learning with Restorative Justice Partnership and other experts in the field, bi-monthly to focus on restorative justice practices, non-violent communication, language choice, micro aggressions, and implicit biases. Identified families, based on a specific criteria, will be part of a cohort who will meet with a Restorative Justice committee members to share experiences, provide input and give feedback regarding disparities using SES discipline and academic data.

