



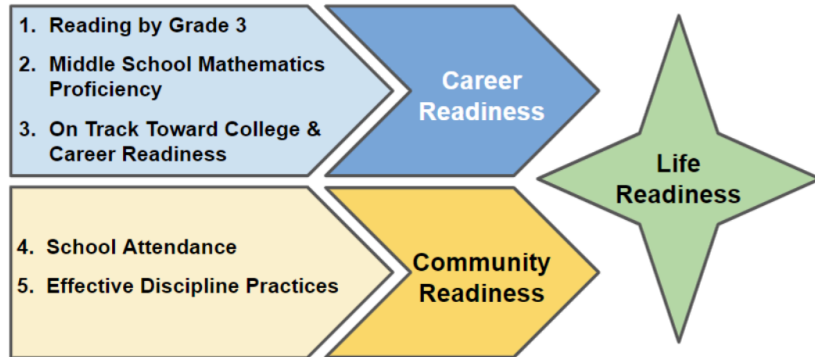
Talbot Springs Elementary School
School Profile



SCHOOL IMPROVEMENT PLAN AT A GLANCE
2024-2025

Talbot Springs Elementary School Core Values	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
<p>Belonging We celebrate the value that each individual brings to our school community. We support and model positive learning behaviors in our community. We use resources that reflect our students' identities.</p> <p>Opportunity & Access We create an environment that promotes flexible thinking. We advocate for and provide enrichment opportunities to promote individual growth. We provide a safe space where students, staff, and families are able to access resources (and opportunities) to ensure success.</p> <p>Instructional Access We are committed to the goal of successful learning for every student. We encourage feedback, engage in reflection, and implement change for continuous instructional improvement. We represent student identity and voice in instruction.</p> <p>Engaged & Inspired Learners We inspire our students, staff, and caregivers to take responsibility for their own learning. We empower individuals to achieve their goals and celebrate each person's commitment to growth. We partner with families and our community to enhance each student's learning experiences.</p>	<p>Reading Strategy: Statement of Commitment: We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● Implement all components and expectations for the ELA instructional block ● Ensure that the master schedule allows staff who provide supplemental support to students to access identified students with the frequency, duration, and group composition as outlined by the program requirements and central office expectations. ● Engage in collaborative planning to ensure consistency of literacy instruction and teaching the intent of the standards. ● Engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Apply learning to instructional practice. ● Use literacy walkthrough tools to assess the fidelity of implementation of literacy instruction and engage in team feedback and reflection to make adjustments to refine instructional practice. ● Use entrance and exit criteria to identify Tier 2 and 3 supports
<p>HCPSS EQUITY FRAMEWORK</p>	
<p>Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.</p> <p>Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.</p> <p>Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.</p> <p>Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.</p>	<p>Mathematics Strategy: Statement of Commitment: We commit to applying effective formative and summative assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● Use and score common curriculum-based assessments to differentiate and monitor student mastery of content ● Review and use data to make instructional decisions to respond to student learning needs using an established data protocol. ● Apply formative assessment strategies during classroom activities to

HCPSS FIVE FOCUS AREAS



- provide meaningful feedback
- Use entrance and exit criteria to identify Tier 2 and 3 supports

Attendance Strategy:

Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding **student** attendance so that each student and family will be more **informed** about their own student's attendance and system policy.

Action Steps:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Work with school staff (through professional learning, repeated communications, etc.) to establish consistent and accurate attendance data collection (e.g., teachers consistently taking attendance), reporting (e.g., entering into Synergy), and reviewing (e.g., using Hoonuit dashboards).
- Ensure attendance team meetings are occurring at least monthly.
- Follow attendance procedures to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.).
- Recognize good and improved attendance.

Discipline Strategy:

Statement of Commitment: We commit to engaging in processes to norm application of the Student Code of Conduct so that students will experience more consistent disciplinary actions as evidenced by consistent discipline practices.

Action Steps:

- Designated staff will engage in the monthly discipline discussion
- Administrative teams will engage in a consultation protocol with other members of their leadership team prior to assigning a suspension.
- Quarterly communication with families regarding the Student Code of Conduct and discipline practices.
- Soliciting student feedback on how to make school more welcoming and engaging
- Professional learning for all staff to include basic knowledge of MTSS with a focus on developmentally appropriate tier 1 concepts that cut across initiatives (relationship building, behavior specific praise, recognize successes and teach social emotional skills)