

**Talbott Springs Elementary School**  
**SCHOOL IMPROVEMENT PLAN AT A GLANCE**  
**2020-2021**



*Where TSES students  
**RISE**  
to the Challenge!*

<b>TSES: VISION AND MISSION</b>	<b>SCHOOL TARGETS AND STRATEGIES</b>
<p><b>Vision:</b> Talbott Springs Elementary School empowers every student with the academic and social-emotional skills to positively impact our collective future as responsible world citizens.</p> <p><b>Mission:</b> Talbott Springs Elementary School will structure opportunities for learning in which each child can access the appropriate resources to achieve his or her potential academically, socially and emotionally with the support and cooperative engagement from students, parents, community members, and school staff.</p> <p style="text-align: center;"><b>HCPSS STRATEGIC CALL TO ACTION</b>  LEARNING AND LEADING WITH EQUITY  “THE FIERCE URGENCY OF NOW”</p> <p><b>Vision:</b> Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.</p> <p><b>Mission:</b> HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.</p> <p><b>HCPSS FOUR OVERARCHING COMMITMENTS</b></p> <p><b>Value-</b> Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.</p> <p><b>Achieve-</b> An individual focus supports every person in reaching milestones for success.</p> <p><b>Connect-</b> Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.</p> <p><b>Empower-</b> Schools, families and the community are mutually invested in student achievement and well-being.</p>	<p><b>School Improvement Targets:</b></p> <p>ELA MCAP:</p> <ul style="list-style-type: none"> <li>• Increase overall % of students scoring 4 or 5 on ELA MCAP from 50.4% to 57.8% % (4=Meets Expectations; 5= Exceeds Expectations)</li> <li>• Increase Hispanic % of students scoring 4 or 5 on ELA PARCC from 33.3% to 44.2%</li> </ul> <p>MATH PARCC:</p> <ul style="list-style-type: none"> <li>• Increase overall % of students scoring 4 or 5 on Math PARCC from 47.9% to 56%</li> <li>• Increase % of Hispanic students scoring 4 or 5 on Math PARCC from 32.7% to 42%</li> </ul> <p>Minor Incident Referrals (MIR) (Discipline):</p> <ul style="list-style-type: none"> <li>• Decrease the number of overall MIRs from 66 to 55.</li> <li>• Decrease the number of students new to TSES MIRs from a disposition rate of 13.8 to a disposition rate of 10</li> </ul> <p><b>School Improvement Plan Strategies:</b></p> <p><b>ELA MCAP (Title I):</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers and intervention staff will consistently incorporate retrieval practices into first instruction and use formative assessments to monitor student understanding to support transfer of strategic thinking processes when communicating about text.</li> <li>• ESOL staff will conduct regular data conversations with classroom teachers and intervention staff monitoring ACCESS scores and review classroom performance of Hispanic students during Intervention Team data discussions.</li> </ul> <p><b>MATH MCAP (Title I):</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers and intervention staff will engage in collaborative professional learning to ensure consistent implementation of strategies to assess (both formatively and summatively) and develop students’ abilities to independently read, make sense of, and monitor progress towards solving contextual and mathematical problems.</li> <li>• Classroom teachers and intervention staff will regularly monitor student performance in DreamBox for proficiency with major content from current and previous grade levels.</li> </ul> <p><b>Minor Incident Referrals (MIR) (Discipline):</b></p> <ul style="list-style-type: none"> <li>• Instructional staff will promote a restorative school and classroom culture through supportive connections and positive experiences, community building activities as well as consistent use of Restorative Practices and principles of RISE for disciplinary matters by ensuring that all students feel as though they are heard, seen, accepted and treated fairly at Talbott Springs Elementary School.</li> <li>• All TSES staff will participate in colleague-facilitated TSES University: High Expectations Teaching modules to continue engagement, reflection, and conversation about honoring and respecting dignity and equity, creating and maintaining supportive connections and a</li> </ul>

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sense of belonging, understanding and addressing practices about racism, and establishing and nurturing a true restorative culture. An intentional focus will be placed on supporting students and families new to the Talbott Springs community in order to develop home-school trust and ensure student success and well-being.