

Talbott Springs Elementary School
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2021-2022



*Where TSES students
RISE
to the Challenge!*

TSES/HCPSS: VISION AND MISSION

TSES Vision: *Talbott Springs Elementary School empowers every student with the academic and social emotional skills to positively impact our collective future as responsible world citizens.*

TSES Mission: *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.*

HCPSS STRATEGIC CALL TO ACTION
LEARNING AND LEADING WITH EQUITY
“THE FIERCE URGENCY OF NOW”

HCPSS Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

HCPSS Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS FOUR OVERARCHING COMMITMENTS 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.

TALBOTT SPRINGS ELEMENTARY SIP: TARGETS AND STRATEGIES

School Improvement Targets:

Literacy MCAP SIP: (4=meets expectations; 5=exceeds expectations)

- Increase overall % of students scoring 4 or 5 on ELA MCAP from 51.3 % to 54.9%
- Increase Hispanic % of students scoring 4 or 5 on ELA MCAP from 35.3 to 43%

MATH MCAP SIP: (4=meets expectations; 5=exceeds expectations)

- Increase overall % of students scoring 4 or 5 on Math MCAP from 45.8% to 48.3%
- Increase % of Hispanic students scoring 4 or 5 on Math MCAP from 36.6% to 39.4%

Belonging SIP Targets:

- Decrease the number of overall MIRs from 67 (rate =12.3) to 50 (rate = 10.4).
- Decrease MIRs for Black/African American students from 49 (rate=22.6) to 31 (rate =16.9)

School Improvement Plan Strategies:

ELA MCAP Strategies (Title I):

- Classroom and intervention staff will engage in professional learning/data conversations to deepen understanding of literacy standards and impactful instructional strategies that support all students with access to knowledge to master grade level content.
- Classroom and intervention staff will participate in collaborative planning to support integration of grade level standards into instructional programming building on learned practices of thinking routines and retrieval practices. • ESOL staff will conduct regular data conversations and collaborative planning with classroom teachers and intervention staff monitoring ACCESS scores and reviewing classroom performance with reading foundational standards of Hispanic students.

MATH MCAP Strategies (Title I):

- Classroom teachers and intervention staff will engage in data conversations and collaborative professional learning presented by MST and ESOL staff to develop first instruction strategies for general education staff teaching for ELLs and/or developing students’ oral and written discourse about contextual and mathematical problems
- Teachers and instructional staff will engage in professional learning about the development of students’ math identities and their perceptions of themselves as do-ers of mathematics.

Minor Incident Referrals (MIR) (Discipline):

All TSES staff members will participate in colleague-facilitated TSES University: High Expectations Teaching modules to continue conversation and reflection that lift the importance of relationships, mutual concern, dignity, and shared values. Participants will explore how the establishment of a restorative culture will ensure that our students have the tools to thrive socially, emotionally and academically.

- Using a framework agreed upon by the Restorative Culture-Equity committee, facilitate the examination of practices for each of the following groups: SST, PBIS, Leadership Team; Alternative Education and School Counseling; RST/MST Professional Development topics and delivery; Intervention Team, and Family Involvement Team. .