

BWES School Improvement Plan Snapshot!

[HCPSS Strategic Call to Action](#)

Four Overarching Commitments

<p>VALUE Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.</p>	<p>ACHIEVE An individualized 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>
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Focus Area:	Focus Area: PARCC - ELA (Achievement - % of students scoring 4 or higher)
Goal	<i>Increase the % of students scoring 4 or higher from 41% TO 46.3%.</i>
How will we get there?	<ol style="list-style-type: none"> 1. In order to impact english language arts performance, staff will engage in data discussions to determine the setting of and progress towards writing instructional targets and/or determine the standard-based learning targets used for writing or selecting assessment tasks to determine student understanding. 2. In order to impact english language arts performance, RST facilitates professional learning around classroom structures and instructional practices that promote productive struggle. Teachers apply their learning to instructional practice. (Danielson 1e, 2b, 4d, 4e)
How will we know we're making progress?	<p>1A. RST will provide professional learning evaluations that gauges depth of teacher understanding.</p> <p>1B & 2. Administration will also monitor that the instruction taking place as scheduled through monthly walkthroughs.</p>

Focus Area:	Focus Area: PARCC - Math (Achievement - % of students scoring 4 or higher)
Goal	<i>Increase the % of students scoring 4 or higher from 42% TO 44%.</i>
How will we get there?	In order to impact math performance, teachers will plan differentiated lessons that leverage high quality tasks to engage students. The MST will also facilitate planning discussions to anticipate student responses, misconceptions, and effective “teacher moves” to support student engagement. (Danielson 1e, 3b, 3c)
How will we know we're making progress?	Admin and MST observation of students engaged in differentiated lesson activities/tasks during classroom walk throughs, formal and informal observations.

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Focus Area:	Suspension (Discipline Referrals - for schools with fewer than 10 suspensions)
Goal	<i>Reduce % of suspensions from 3% TO 2.5%</i>
How will we get there?	<ol style="list-style-type: none"> 1. In order to reduce the number of discipline referrals, staff will implement the PBIS framework consistently and with fidelity and regularly re-evaluate effectiveness. 2. In order to reduce the number of discipline referrals, instructional staff will have a time in their schedule to provide direct instruction on social emotional competencies. (Danielson Domain 3)
How will we know we're making progress?	<p>1A. Utilization of PBIS assessment tools: Implementation Phases Inventory, Self Assessment Survey, PBIS Tiered Fidelity Inventory V2.1, and Sustainability Self-Assessment for TIER 1 Multi-Tiered System of Supports (MTSS) for School, LEA, and SEA Teams (Domains 1, 2, 4).</p> <p>1B. PBIS Teams (representative of the school) will review student discipline data monthly and celebrate student success at quarterly assemblies/pep rallies ("Bear Bash").</p> <p>2A. Administration will ensure schedules reflect reserved times for direct instruction on SEL skills.</p> <p>2B. Administration will also monitor that the instruction taking place as scheduled through monthly walkthroughs.</p>