

**BOLLMAN BRIDGE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN AT A GLANCE  
2019-2020**



***BBES SCHOOL: VISION AND MISSION***

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

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

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

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

**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.

***SCHOOL TARGETS AND STRATEGIES***

**Percentage of students scoring Level 4 or higher on PARCC**

Reading Targets – Increase from 34.2% to 41.4% (Overall Gr. 3-5)

Reading Targets – Increase from 28.8% to 33.8% (Black/African American)

Reading Strategies

1. Teachers will consistently incorporate elements from the Literacy Exemplary Elementary Program document in the planning process, both collaboratively and individually.
2. Coaching model will be utilized by the Reading Support Teacher and Reading Specialists to provide differentiated professional development to teachers including, but not limited to learning walks, peer observations, and model lessons.
3. Analyze student data (both formative and summative) of Black/African American students to identify students and develop and/or implement targeted interventions and opportunities for acceleration, including participation in an after school program.

Math Targets – Increase from 25.8% to 42.9% (Overall Gr. 3 – 5)

Math Targets – Increase from 15.4% to 29.1% (Black/African American)

Math Strategies

1. Teachers will consistently incorporate elements from the Mathematics Exemplary Practices document in the planning process, both collaboratively and individually.
2. Coaching model will be utilized by the Mathematics Support Teacher to provide differentiated professional development to teachers including, but not limited to learning walks, peer observations, and model lessons.
3. Analyze student data (both formative and summative) of Black/African American students to identify students and develop and/or implement targeted interventions and opportunities for acceleration, including participation in an after school program.

Suspensions and Referrals

Targets - Decrease the disposition rate of office referrals from 16.9% to 14.4%

Targets - Decrease the disposition rate of office referrals for Black/African American students from 32.8% to 21.4%.

Strategies

1. Staff will examine their own biases through professional learning opportunities to increase awareness about how their beliefs impact students in our school community.
2. Staff will work with students to create an equitable classroom community where every member is valued through implementation of the Social Emotional Learning curriculum, including morning meetings.
3. Analyze student discipline data of Black/African American students in Student Support Team meetings to identify students and develop and/or implement appropriate targeted interventions.