

BOLLMAN BRIDGE ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2021-2022



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

English Language Arts Targets

- Percentage of students scoring Level 4 or higher on MCAP will increase from 34.2% to 47%.
- Percentage of Black/African American students scoring Level 4 or higher will increase from 28.8% to 40.2%

Math Targets

- Percentage of students scoring Level 4 or higher on MCAP will increase from 25.8% to 47.7%
- Percentage of Black/African American students scoring Level 4 or higher will increase from 15.4% to 31.5%

Instructional Strategies

In order to positively impact language arts performance staff will:

- participate in differentiated professional development through coaching sessions as well as opportunities for learning-walks, peer observations, and model lessons.
- implement culturally responsive teaching practices to create consistency of literacy and math norms and expectations throughout the school community.
- analyze student data to identify students and develop and/or implement targeted interventions and opportunities for acceleration, including participation in an after school program.

Belonging Targets

- Percentage of students receiving an Office Discipline Referral will decrease from from 22.4% to 14.4%
- Percentage of Black/African American students receiving an Office Discipline Referral will decrease from from 35.9% to 21.4%

Belonging Strategies

- Through professional learning, development opportunities, and knowledge gained through communication with families, staff will examine their own biases and reflect on how they can change their teaching practices and interactions with students, staff, and families to improve the overall culture of the BBES school and classroom communities.
- Staff and students will co-create a welcoming school community where every member is valued by providing multiple opportunities for students to have meaningful conversations where their voices are heard. Students will be empowered to use their voices to provide input about their school and classroom communities as well as decisions that impact these communities. This may include using tools such as classroom meetings, student voice circles, surveys, individual conversations/student conferences, etc.