

**BOLLMAN BRIDGE ELEMENTARY SCHOOL**  
**SCHOOL IMPROVEMENT PLAN AT A GLANCE**  
**2022-2023**



***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%

**Instructional Strategies**

- Instructional staff will engage in professional learning on differentiation strategies and the expectations of the grade level reading standards to support phonemic awareness skills and comprehension development.
- Administrators will schedule structured time for instructional walkthroughs and time for teachers to collaboratively plan. Teachers will engage in purposeful collaborative planning of grade level English Language Arts standards and to review data.
- Analyze student data 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**

- 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**

- Instructional staff will collaboratively plan to incorporate computational fluency instruction and high-quality practice no less than three times per week.
- Instructional staff will engage in professional learning opportunities reviewing & enhancing their understanding of computational strategies. Administrators schedule time for instructional walk-throughs and data meetings to support teacher data interpretation.
- Analyze student data 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 tutoring 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%

**School Climate Strategies**

- Ongoing professional learning including an understanding of PBIS components to help support staff build a culture where students and families feel welcomed and included.
- All staff will participate in on-going professional learning to reflect on their current attitudes and beliefs, and their impact on the classroom and school culture. In turn, reflecting on, adjusting, and implementing new strategies to support each student's learning and feelings of belonging.

