

**Triadelphia Ridge Elementary School
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2017 – 2018**



TRES SCHOOL: VISION AND MISSION

At Triadelphia Ridge, our mission is to work as a school community so that our students meet high academic expectations that prepare them to succeed in a diverse and changing world.

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 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

TARGETS

- *The percentage of all students meeting the Reading MAP benchmark will increase from 68.7% (343/460) to 71.3% (346/485), as measured on the Fall 2017 Spring MAP assessment to the Winter 2018 MAP assessment with the gap between students who receive special education services and all students decreasing.*
- *The percentage of all students meeting the Math MAP benchmark will increase from 75.8% (379/500) to 78.3% (380/485) as measured on the Fall 2017 Spring MAP assessment to the Winter 2018 MAP assessment with the gap between students who receive special education services and all students decreasing.*

STRATEGIES

In order to impact performance, staff will:

- *Participate in monthly professional development (PD) with the RST (Reading Support Teacher) for data collection and managing the Literacy Framework to guide instruction; have classroom visits with feedback from administration and the RST, including modeling, and reflective conversations; participate in PD on data analysis conversations to learn how use formative data collected during guided reading, and strategy groups.*
- *Participate in and implement monthly professional development on five methods of formative assessment in the mathematics classroom; participate in data discussions using common formative assessments, and be provided with feedback on their use of the assessments; participate in a ½ day professional learning session together that includes a deep data analysis of MAP and classroom formative data, followed by planning for specialized instruction to meet the needs of the learners with IEPs. Quarterly data meetings will be held to monitor progress.*