


<p align="center"><b>CENTENNIAL LANE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN AT A GLANCE 2017 – 2018</b></p>	
<p align="center"><b>CENTENNIAL LANE ELEMENTARY SCHOOL: VISION AND MISSION</b></p>	<p align="center"><b>SCHOOL TARGETS AND STRATEGIES</b></p>
<p align="center">In our CLES Community, we empower, engage and inspire.</p>	<p><b>School Targets:</b> To increase the percentage of students who meet or exceed the Fontas and Pinnell Reading Benchmarks in Literacy (Grades K-5) and the MAP Benchmarks in Mathematics (Grades 1<sup>st</sup>- 5<sup>th</sup>) by the end of the school year 2017-18.</p>
<p align="center"><b>HCPSS STRATEGIC CALL TO ACTION LEARNING AND LEADING WITH EQUITY THE FIERCE URGENCY OF NOW</b></p>	<p><b>Strategies:</b></p>
<p><b>Vision:</b> Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.</p> <p><b>Mission:</b> HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.</p>	<p>Literacy</p> <ol style="list-style-type: none"> <li><i>In order to impact language arts performance, staff will engage in collaborative, purposeful planning (i.e. what we expect students to know, to understand and to be able to do) bi-weekly with the RST focused on planning with the end in mind (UbD) and a deep understanding of core concepts. The RST, Reading Specialist, and teacher leaders will assist staff in accessing relevant, rigorous resources through Canvas, professional texts and reducing the use of worksheets. Through collaborative bi-weekly team planning, teams should more consistently implement the standards across classrooms.</i></li> <li><i>In order to impact language arts performance, staff will be provided professional learning on the components of guided reading instructional practices and formative data (using running records and reading profiles for instructional decision making). Such continued professional learning will help teachers gain a deeper understanding of these practices, thus ensuring consistent implementation as seen through walk-throughs (walk-through with follow up email or face-to-face feedback). The bi-weekly collaborative planning also allows more direct impact in the day to day instructional practices of guided reading and the instructional block.</i></li> </ol>
<p align="center"><b>HCPSS OVERARCHING COMMITMENTS</b></p>	
<p><b>Value-</b> Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.</p> <p><b>Achieve-</b> An individual focus supports every person in reaching milestones for success.</p> <p><b>Connect-</b> Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.</p> <p><b>Empower-</b> Schools, families and the community are mutually invested in student achievement and well-being.</p>	<p>Mathematics</p> <ol style="list-style-type: none"> <li><i>In order to impact mathematics performance, staff will engage in monthly professional learning sessions with the MST and teacher leaders around implementing mathematical practices. The PLC will utilize the book “Putting Practices into Action” to facilitate a deep understanding and implementation of the practices.</i></li> <li><i>In order to impact mathematics performance, staff will engage in collaborative, purposeful planning (i.e. what we expect students to know, to understand and to be able to do) bi-weekly with the MST focused on planning with the end in mind (UbD) and a deep understanding of core concepts. The MST and teacher leaders will assist staff in accessing relevant, rigorous resources through Canvas and reducing the use of worksheets.</i></li> </ol>