



Laurel Woods Elementary School Home of the Panthers



Laurel Woods Elementary School Profile

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

HCPSS FIVE FOCUS AREAS



HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person’s physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

OUR VISION & MISSION AT LAUREL WOODS ELEMENTARY SCHOOL

Vision

LWES – Looking Within Every Student encompasses the essence of our vision statement. Laurel Woods is a community school who builds relationships to create a successful learning environment where students will excel.

Mission

It is our mission to develop productive and responsible citizens in a positive and challenging environment that accelerates achievement, and encourages enthusiasm for lifelong learning.

MATH STRATEGIES, COMMITMENTS & ACTION STEPS	READING STRATEGIES, COMMITMENTS & ACTION STEPS
<p>Math Strategy Apply effective formative and summative assessment strategies to provide meaningful feedback to students and inform instructional decisions</p> <p>Statement of Commitment We commit to applying effective formative and summative assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards.</p> <p>Action Steps</p> <ul style="list-style-type: none"> ● Use and score common curriculum-based/measurement topic assessments to monitor student mastery of content and provide meaningful feedback to students ● Analyze and use formative (teacher observations) and summative (Measurement Topic assessments/exit tickets) assessment data to make instructional decisions involving student groupings and differentiation <ul style="list-style-type: none"> ○ Make adjustments to lessons based on formative assessment data ○ Collaborate with team to discuss effective strategies for addressing misconceptions and/or student gaps in understanding ● Have a process for quarterly data discussions that give teachers an opportunity to analyze specific assessment data and use information to drive instruction, including scheduling time for instructional and support staff to review data and develop support plans for students receiving math interventions. 	<p>Reading Strategy Implementing all components of literacy instruction including providing Tier 1 instruction and Tier 2 and 3 supports when necessary.</p> <p>Statement of Commitment We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.</p> <p>Action Steps</p> <ul style="list-style-type: none"> ● Engage in collaborative planning to ensure consistency of literacy instruction and teaching the intent of the standards. ● Use literacy walkthrough tools to assess the fidelity of implementation of literacy instruction and engage in team feedback and reflection. ● Include Special Education and Multilingual Learner (ML) English language instructional levels, backgrounds, and time in specialized services as part of data meetings, discussions, and instructional decision making. ● Devise a plan for effectively implementing a multi-tiered system of supports for reading, including scheduling time for instructional and support staff to review data and develop support plans for students.

ATTENDANCE STRATEGIES, COMMITMENTS & ACTION STEPS	DISCIPLINE STRATEGIES, COMMITMENTS & ACTION STEPS
<p>Attendance Strategy Fostering School Belonging for All Students</p> <p>Statement of Commitment We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will be more likely to come to school.</p> <p>Action Steps</p> <ul style="list-style-type: none"> ● Through the Community School strategy and attendance focus, we will implement a schoolwide attendance initiative for students, families and staff. ● Through Families AS Collaborators and Back to School Nights, we will share attendance data with families and resources to improve school attendance and revisit mid year and repeat data sharing and resources. ● Morning Meetings each month with grade level teams and families to share school information, including specific data. ● Communicate expectations and support to empower staff actions that cultivate Belonging, including: <ul style="list-style-type: none"> ○ Welcoming and greeting students daily ○ Acknowledging that absent students were missed ○ Celebrating attendance and well-being ○ Soliciting student feedback on how to make school more welcoming and engaging 	<p>Discipline Strategy Creating a positive and restorative school culture that prioritizes healthy relationships and grows a culture of belonging for all students</p> <p>Statement of Commitment We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.</p> <p>Action Steps</p> <ul style="list-style-type: none"> ● Communicate expectations and support to empower staff actions that cultivate Belonging, including: <ul style="list-style-type: none"> ○ Welcoming and greeting students daily ○ Acknowledging that absent students were missed ○ Celebrating attendance and well-being ○ Soliciting student feedback on how to make school more welcoming and engaging ● Professional learning with school-based staff on how to grow a culture of belonging ● Implementation of school culture and climate initiatives with a focus on belonging, relationships, and cultural responsiveness with dignity, respect, and mutual concern (including PBIS, SEL, trauma-informed strategies, conflict resolution, community circles).