



Laurel Woods Elementary School

**SCHOOL IMPROVEMENT PLAN AT A GLANCE  
2023-2024**

LAUREL WOODS ELEMENTARY: VISION & MISSION	SCHOOL TARGETS, STRATEGIES, & COMMITMENTS
<p><b>Vision:</b> 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.</p> <p><b>Mission:</b> 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.</p>	<p><b>English Language Arts Target:</b> Increase the number of students who score 3 or better on MCAP ELA assessment.</p> <p><b>Statement of Commitment:</b> We commit that our students will be engaged in differentiated small group instruction that will address appropriate student needs to access grade level standards due to instructional staff needing support with differentiation to address student needs. We also commit that our instructional staff will receive support with differentiated instructional practices to address student needs.</p>
HCPSS STRATEGIC CALL TO ACTION: LEARNING AND LEADING WITH EQUITY	<p><b>ELA Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Teachers engage in professional learning on the components of research based instructional practices and apply learning to instruction in small group instruction in collaboration with staff from the special education team.</li> <li>2. Administrators schedule structured time for teachers to review data and collaboratively plan.</li> <li>3. Teachers engage in purposeful collaborative planning of data informed, differentiated small group instruction supported by the Literacy Coach.</li> </ol>
FOUR OVERARCHING COMMITMENTS	<p><b>Mathematics Target:</b> Increase the number of students who score 3 or better on MCAP Math assessment</p>

**Value:** Every HCPSS stakeholder feels empowered and rewarded in their roles and takes pride in cultivating the learning community.

**Connect:** Students and staff thrive in a safe, nurturing, and inclusive culture that embraces diversity.

**Achieve:** An individualized focus supports every person in reaching milestones for success.

**Empower:** Schools, families, and the community are mutually invested in student achievement and well-being.

**Statement of Commitment:** At Laurel Woods, we are a community school that believes in establishing relationships with students, families and staff to create a successful learning environment where students excel. We also believe that students learn best when they intentionally engage with mathematics through exploration. As a staff, we commit that instructional staff will consistently provide opportunities for students to engage with and make sense of tasks and concepts before explicitly telling students how to complete the task. We will also emphasize a strong focus on computational fluency and student discourse.

**Mathematics Strategies:**

1. Instructional staff engage in professional learning to provide an understanding of research-informed best practices for mathematics instruction and growth mindsets.
2. Instructional staff explicitly plan for and implement tasks that provide opportunities for students to engage with and make sense of tasks and concepts before explicitly telling students how to complete the task.
3. Instructional staff review data and collaboratively plan focused on a student-first approach to instruction with Math Coach, with an emphasis on our identified student group in collaboration with special education staff.

**Discipline Target:** Decrease the number of office referrals and school suspensions.

**Statement of Commitment:** We commit that our staff will have an educative mindset that focuses on restorative practices that will result in consistent routines and expectations that bolster student empowerment and engagement.

**School Climate Strategies:**

1. Instructional staff create a culture where students feel welcomed and included - community-building is prioritized, and positive conversations are frequent during the day, along with regular goal-setting to prepare for the future and foster hope.
2. Meetings and instruction use restorative justice practices, such as appropriate signage, use of circles for meetings, instruction and other opportunities, and acknowledgement of race, including additional support for staff servicing current 3rd grade students moving to 4th grade to develop such relationships, as this student group made up the largest number of SST referrals last year.