

**FULTON ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2019-2020**

TOGETHER WE EMPOWER OUR TODAY AND TOMORROW



FULTON ELEMENTARY SCHOOL: VISION AND MISSION

Vision

All Stakeholders will be empowered to value diversity, nurture positive relationships, and achieve individualized success in order to contribute to our global community.

Mission

The FES community will implement innovative strategies that inspire individuality, while creating a respectful, inclusive and diverse learning environment that facilitates and empowers academic achievement and well-being.

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 DESIRED OUTCOMES

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

Academic (Literacy and Math) Targets

Literacy: The percentage of students scoring 4 or higher on the MCAP exam will increase from 67.2% in 2019 to 72.1% in 2020, with the percentage for Special Education students increasing from 33.3% in 2019 to 41.0% in 2020.

Mathematics: The percentage of students scoring 4 or higher on the MCAP exam will increase from 66.2% in 2019 to 72.9% in 2020, with the percentage for Special Education students increasing from 24.2% in 2019 to 45.6% in 2020.

Academic (Literacy and Math) Strategies

1. Instructional Team Leaders will participate in ongoing professional learning around gathering/collecting, analyzing and using data to inform instruction in order to facilitate collaborative planning and CFIP with differentiation in mind.
2. Instructional Team Leaders will turnkey and facilitate the professional learning around gathering/collecting, analyzing and using data to their team; allowing staff to actively participate in meaningful CFIP/Data discussions with differentiation in mind.

Disposition Targets

The percentage of students receiving office referrals will decrease from 2.3% to 1.9% with the percentage for special education students decreasing from 14.1% to 10.6%.

Disposition Strategies

1. Staff will participate in ongoing differentiated cultural proficiency training to reflect on varying personal beliefs and bias in order to begin to create a restorative culture.