



West Friendship Elementary School

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2025-2026

WEST FRIENDSHIP ELEMENTARY SCHOOL VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
<p>Vision/Mission: West Friendship Elementary School’s mission is for every student to be inspired to learn and empowered to excel. WFES offers an inspiring, engaging, and supportive environment to cultivate a learning community that prepares children to thrive in a dynamic and diverse world.</p>	<p>Reading Strategy: By the end of the 2025-2026 school year, 87% of students overall and 26.9% of special education students will meet proficiency on MCAP Literacy assessments as a result of as a result of implementing all components of literacy instruction, including providing Tier 1 instruction and Tier 2 and 3 supports when necessary.</p>
<p>HCPSS EQUITY FRAMEWORK</p> <p>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.</p>	<p>Statement of Commitment: We commit to implementing all literacy instruction components while providing Tier 1 instruction so that students 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 professional learning in partnership with AIMS and the ELA Office on the Science of Reading and effective instructional strategies. Apply learning to instructional practice.Staff will engage in purposeful data-driven collaborative planning to flexibly group students, plan differentiated instruction, and create a flexible intervention schedule.
<p>HCPSS PRIORITIES</p> <p>To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.</p> <ol style="list-style-type: none">Strengthen Learning & InstructionCultivate Student Belonging & Well-BeingFoster Staff Growth & EngagementEnhance Systemic Planning & ProceduresPartner with Families & Community	<p>Mathematics Strategy: By the end of the 2025-2026 school year, 75% of students overall and 27.7% of special education students will meet proficiency on MCAP Mathematics assessments as a result of applying formative and summative assessment strategies to provide feedback to students and to inform instructional decisions.</p> <p>Statement of Commitment: We commit to applying effective formative and summative assessment strategies, ensuring that students receive meaningful feedback and targeted instruction aligned to their needs, thereby supporting their understanding and mastery of content standards.</p> <p>Action Steps:</p> <ul style="list-style-type: none">Use and score common curriculum-based benchmark assessments to monitor student mastery of content.Using an established data protocol, review and use data to make instructional decisions to respond to student learning needs.Establish and utilize a formative assessment cycle that incorporates student work samples to inform instruction. This includes regular sessions for norm scoring of constructed

- response assessments to ensure inter-rater reliability.
- Collaboratively plan concepts and skills for small group instruction.

Attendance Strategy:

By the end of the 2025-2026 school year, chronic absenteeism will be reduced from 5.1% to 4.1% overall and from 18.4% to 13.8% for FARMS by Fostering Instructional Belonging for All Students, while Maintaining Communication with Families about Student Attendance.

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.

Action Steps:

- Ensure staff have engaged in professional learning to support knowledge of MTSS with a focus on developmentally appropriate tier 1 supports (relationship building, behavior-specific praise, recognizing successes, and teaching social emotional skills)
- Monitor staff taking actions to cultivate Belonging through:
 - Welcoming and greeting students daily
 - Acknowledging that the absent students were missed
 - Celebrating attendance and well-being

Discipline Strategy: By the end of the 2025-2026 school year, IRs will be reduced from 3.8% to 2.1% overall and from 3.6% to 2.1% for white students by creating a positive restorative school culture that prioritizes healthy relationships and grows a culture of belonging to all students.

Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging, resulting in fewer instances of exclusionary discipline, as evidenced by overall suspension rates.

Action Steps:

- Designated staff will engage in the quarterly discipline discussion.
- Ensure staff have engaged in professional learning to support knowledge of MTSS with a focus on developmentally appropriate tier 1 supports (relationship building, behavior-specific praise, recognizing successes, and teaching social emotional skills)
 - Zones of Regulation- school-wide Implementation
- Monitor staff taking actions to cultivate Belonging through:
 - Welcoming and greeting students daily
 - Acknowledging that the absent students were missed
 - Celebrating attendance and well-being