

R. C. Hemphill Elementary School

BCS:

To guide all students to achieve excellence in a safe, secure and nurturing environment.

Hemphill:

To empower a community of learners who believe that they can, understand that they must, know that they will, and be proud that they did!

Vision

BCS:

BCS will be a recognized leader in public education meeting the needs of a diverse student population prepared to succeed.

Hemphill

To empower a community of learners who believe that they can, understand that they must, know that they will, and be proud that they did!

Mission

We believe that we can!



- Target relevant professional learning opportunities for all learning community members.



- Enlist support to respond to student learning needs to increase academic achievement by at least 5%.



- Build a strong community intensely focused on wellness and success.



- Prioritize improvement and communicate its urgency
- 1B. Monitor short and long term goals

● Recruit, develop, retain and sustain talent ● Set clear performance expectations: Teach, practice, assess, repeat!	● Provide rigorous standard aligned transdisciplinary instruction. Focus on teach, practice, assess, repeat. ● Reduce chronic absenteeism by 5%.	● Improve stakeholder perceptions and engagement.	● 1C. Customize and target support to meet needs
● Develop all learning community members in their areas of expertise to cultivate a holistic focus on development of whole child: Transdisciplinary/interdisciplinary instruction-CSI/Title/Turnaround ● Engage the support of staff/student support personnel: Classroom teachers and an instructional coach. ● Attend professional development conferences to stay abreast of the latest research in best practice in pedagogy (CSI and Turnaround). AddAdditional support for STEM resources and program development. ● Enlist the support of a staff mentoring program to include Model Teacher programs designed to provide a stipend for participants.	● Enlist auxiliary teachers/teacher ● Continued development of data room with implementation of corresponding classroom data walls to facilitate data analyzation (turnaround) (Indicator: AA) ● Increase exposure to the external world through field trips (turnaround)/arts/speakers, clubs, STEM practices- real world experiences including student mentoring inside and outside the school day. ● Regular intervention will be accessible to all student including the engagement of an interventionist (Indicator: AG, EL) ● Implement a student incentive program to increase positive attendance. Provide necessary resources to implement the program to motivate all learning community members. ● Enlist the support of an attendance liasion to help improve attendance.	● Implement consistent positive behavior intervention, including a multi-tiered system of support and student/staff reward system via school/classroom management plan (Indicator: CA) ● Engage the expertise of a culture/climate coordinator (Turnaround) to strengthen learning community relationships (turnaround). ● Community member celebrations/confidence/efficacy-building programs to develop positive relations. Outside of school-day clubs. ● Increase arts/technology/STEM/PE/literacy integration and teacher collaboration across the curriculum. Embed STEM indicators to boost best practice toward STEM certification. ● Develop and carryout strategies to support the social emotional/physical health/wellness needs of all learning community members. Provide necessary resources promote wellness for students and staff. ● Provide stipend for sponsors to increase outside of the school day activities/clubs/committees/STEM activities in alignment with STEM principles and expansion of well rounded students. ● Solicit stakeholder surveys from a variety of school stakeholders. Use the data to make changes as appropriate.	● Develop/nurture clear vision and sponsor rebranding of messaging to align with vision to include necessary resources and PD for leadership. Develop method to keep stakeholders abreast and engaged. ● Engage regular intervals to monitor goals and make modifications/accommodations as necessary. ● Modify supports as necessary to accommodate learning community needs.

		• Saturate the public with news of student/school accomplishments and positive student/school activities through written, electronic and live media. Keep stakeholders abreast of activities/programs. • Engage consultant to support parent engagement.	
• Progress monitoring data EOY, BOY, MOY. • Teacher assessment • BOY, MOY and EOY I-Ready Data and Unit Assess data	• Progress monitoring data EOY, BOY, MOY. • Teacher assessment • EOY, BOY, MOY I-Ready data. • BOY, MOY and EOY I-Ready Data and Unit Assess data	• Monthly discipline report • Stakeholders Surveys • Teacher assessment • BOY, MOY and EOY I-Ready Data and Unit Assess data • Progress monitoring data EOY, BOY, MOY. • EOY, BOY, MOY I-Ready data.	• Progress monitoring data EOY, BOY, MOY. • EOY, BOY, MOY I-Ready data.