### THES School: Vision and Mission

**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 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 Four Overarching Commitments

- **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

The percentage of students in grades 3-5 meeting the Mathematics PARCC benchmark (scoring 4 or 5) will increase from 60.4% to 62.4%. Specific attention will be provided to African American students in order to decrease the gap between that group of students and the overall.

- Long range planning and professional learning with Math Support Teacher
- Data dives monthly aligned to professional learning

The percentage of students in grades 3-5 meeting the ELA PARCC benchmark (scoring 4 or 5) will increase from 57.3% to 59.3%. Specific attention will be provided to African American students in order to decrease the gap between that group of students and the overall.

- Long range planning with Reading Support Teacher
- Data dives aligned to professional learning on performance-based assessment and focused responses on IDR