



Thunder Hill Elementary School

School Profile

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

THUNDER HILL ELEMENTARY SCHOOL: VISION & MISSION

Vision: Thunder Hill Elementary School is an inclusive and nurturing environment that embraces and celebrates differences where all students are inspired and believe they have the ability to accomplish their goals and excel in school and life.

Mission: We believe in fostering an inclusive and empowering community of staff, students, and families. In order to positively impact our school community, we will inspire others and lead by example. By consistently providing the education, tools, resources, and support, we develop healthy communication skills, embrace each other's similarities and differences, and encourage self-reflection and independence.

HCPSS EQUITY FRAMEWORK

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.

SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Reading Strategy:

Statement of Commitment: We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.

Action Steps:

- Implement all components and expectations for the ELA instructional block
- Classroom teachers will take ownership of providing first instruction for all learners, including differentiated supports during small group and whole group activities.
- Classroom teachers will engage in collaborative planning with reading specialists and the literacy coach to ensure consistency of literacy instruction and teaching the intent of the standards.
- Classroom teachers, Special Educators, and ELD teachers will engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Teachers will apply learning to instructional practice.

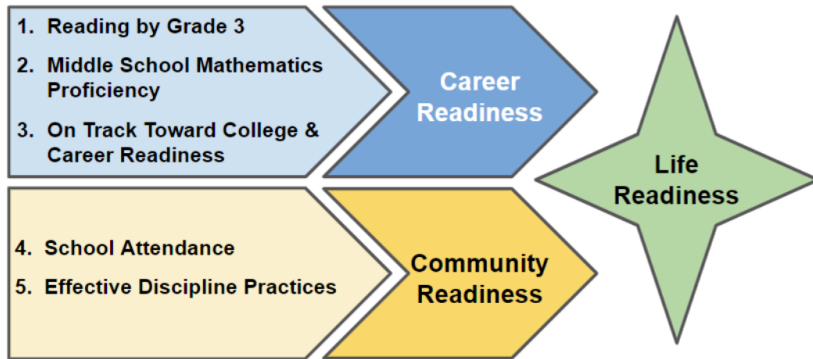
Mathematics Strategy:

Statement of Commitment: We commit to meaningfully engaging students in mathematics learning that fosters student agency and self-efficacy so that students will develop productive learning behaviors and dispositions that support their understanding and mastery of content.

Action Steps:

- Classroom teachers will get to know the learners and develop their dispositions for learning mathematics so that students take more ownership of their learner (less teacher led, more student initiated discussions).
 - Classroom teachers will monitor student dispositions towards mathematics in order to support positive dispositions.
- Classroom teachers will provide opportunities for students to make sense of the mathematics throughout the lesson by structuring lessons so that students have opportunities to do and discuss mathematics before explicit instruction takes place.

HCPSS FIVE FOCUS AREAS



- Classroom teachers, special educators, and ELD teachers engage in collaborative planning and/or professional learning to deepen understanding of content and pedagogy.
- Paraeducators engage in professional learning focused on supporting students without the adult taking ownership for the student learning or over-scaffolding.
- Hold a family math night to engage families in learning about mathematics content and how to support students at home.

Attendance Strategy:

Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance and system policy.

Action Steps:

- Follow [attendance procedures](#) to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.). Form a belonging and engagement committee to support family resources.
- Engage a cohort of staff in a book study focused on developing and refining teacher language, skills, and strategies that help develop positive community and effective management.
- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night) and through family engagement nights to support student success.

Discipline Strategy:

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 experience less exclusionary discipline as evidenced by overall suspension rates.

Action Steps:

- Implementation of school culture and climate initiatives with a focus on belonging, relationships, cultural responsiveness with dignity, respect, & mutual concern (PBIS, SEL, trauma-informed strategies, conflict resolution)
- Professional learning for all staff to include basic knowledge of MTSS with a focus on developmentally appropriate tier 1 concepts that cut across initiatives (relationship building, behavior specific praise, recognize successes and teach social emotional skills)