

School Improvement Overview

Belmont Elementary School

Literacy

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p>School Goal(s): All students will increase MAP Proficiency for K -5.</p> <p>Instructional Goal(s): Developed based on an internal measure from the EOL framework</p> <p>**Banded goals should be written for the five focus groups and other groups if appropriate.</p>	
Pre-K Goals:	
K-2 Goals:	All students, with a focus on Special Education and FARMS students will increase from 54% to 65% in meeting the Sentence Reading Fluency Strand.
3-5 Goals:	All students, with a focus on Special Education, LEP, and FARMS students will increase from 33% to 67% meeting average or greater in the Vocabulary Acquisition and Use Strand.
6-8 Goals:	
9-10 Goals:	
11-12 Goals:	

	<p align="center">What will the focus of your work be?</p>
<p>Professional Learning on the Standards</p>	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <p>Continued training and learning around new Benchmark Advanced Literacy Curriculum, implement small group instruction with focus on foundational skills, as well as vocabulary.</p>

Exhibit D

Overview for School Website

<p>Analyzing Data to Inform Instruction</p>	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <p>Review and analyze: -MAP Data -MCAP evidence Statements Benchmark Interim Assessment Data -Daily Formative Assessment Data -Progress Checks</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p>Continue learning around implicit bias</p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <p>Reflect on the daily decisions adults make that interrupt implicit bias, and offer students access and opportunity, as well as support.</p>
<p>School Climate and Culture</p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the wellbeing of students and families?</i></p> <p>De-escalation strategies as well as building restorative communities and restorative justice</p> <p><i>What are the strengths and areas of focus based on the employee climate survey?</i></p> <p>All school -based climate data was strong</p> <p><i>What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p>Continued focus on climate and feedback, as well as, focusing on school core values of communication, collaboration, kindness, and engagement</p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally -responsive relationship -building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma -informed practices?</i></p> <p>PBIS PBSL's Weekly Community Circles Counselor Lessons</p>

	Mindfulness Walking Club Common Sense Digital Citizenship Lessons
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Math

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i> School Goal(s): All students will increase MAP Proficiency for K -5. Instructional Goal(s): Developed based on an internal measure from the EOL framework **Banded goals should be written for the five focus groups and other groups if appropriate.	
Pre-K Goals:	
K-2 Goals:	All students, with a focus on Special Education, FARMS, African American, and Hispanic students will increase from 38.5% to 51% meeting average or greater in the Numbers and Operations Strand.
3-5 Goals:	All students, with a focus on Special Education, FA RMS, and African American students will increase from 67% to 100% meeting average or greater in the Numbers and Operations and Operations and Algebraic Thinking Strands.
6-8 Goals:	
9-10 Goals:	
11-12 Goals:	

	What will the focus of your work be?
Professional Learning on the Standards	<i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i> How to build number sense through the numbers and operations strand, as well as, the operations and

	<p>algebraic thinking strands</p>
<p>Analyzing Data to Inform Instruction</p>	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <p>Review and analyze:</p> <ul style="list-style-type: none"> -MAP Data -MCAP evidence Statements -District Assessment Data -Daily Formative Assessment Data -Progress Checks
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p>Continue learning around implicit bias</p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <p>Reflect on the daily decisions adults make that interrupt implicit bias, and offer students access and opportunity, as well as support.</p>
<p>School Climate and Culture</p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the wellbeing of students and families?</i></p> <p>De-escalation strategies as well as building restorative communities and restorative justice</p> <p><i>What are the strengths and areas of focus based on the employee climate survey?</i></p> <p>All school -based climate data was strong</p> <p><i>What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p>Continued focus on climate and feedback, as well as, focusing on school core values of communication, collaboration, kindness, and engagement</p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally -responsive relationship -building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <p>PBIS PBSL's</p>

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