



# School Improvement Plan

## 2021-2022

### Action Plan



SCHOOL NAME: Belmont Hills Elementary

Date Submitted: June 12, 2021

Date(s) Revised: July 8, 2021



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	A.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Implement the Lucy Calkins Units of Study Reading with consistency and fidelity.	Title I	August	<p><b>Implementation:</b> Teachers will implement daily. Admin will monitor through weekly classroom observation and discuss results during leadership team.</p> <p><b>Impact:</b> Teachers will monitor student growth quarterly using FRA and RI scores and will discuss strategies and next steps during CCCs.</p> <p><b>Artifacts/Evidence:</b> RI/FRA scores, lesson Plans and walkthroughs</p>	Admin
2. Implement the phonics initiative in grades K-2.	District	August	<p><b>Implementation:</b> daily - follow the county instructional pacing guide</p> <p><b>Impact:</b> students will apply phonics skills throughout literacy blocks</p> <p><b>Artifacts/Evidence:</b> lesson plans, walkthroughs, data team and district meetings</p>	Admin Teachers Instructional Support teachers
3. Implement Guided Reading K-5 (Jan Richardson)	Title I	August	<p><b>Implementation:</b> Teachers will implement daily. Admin will monitor through weekly classroom observation and discuss results during leadership team.</p> <p><b>Impact:</b> Teachers will monitor student growth every two weeks using guided reading notebooks and will discuss strategies and next steps during CCCs.</p> <p><b>Artifacts/Evidence:</b> monitor Guided Reading notebooks and lesson plans</p>	Teachers
4. Implement the Jan Richardson RISE program for striving students in grades 1-3.	Title I 20-day funds	October	<p><b>Implementation:</b> Teachers will implement three days per week from October until May. Instructional Support teachers will monitor through weekly walkthroughs and discuss observations during grade level CCCs.</p> <p><b>Impact:</b> Teachers will monitor independent reading levels of students participating in RISE program and discuss results and next steps monthly during CCCs.</p> <p><b>Artifacts/Evidence:</b> lesson plans, walkthroughs, JRAs, CCC agendas</p>	Teachers Instructional Support teachers
5. Implement Imagine Learning in all grades to increase reading comprehension and literacy skills	Title I	August	<p><b>Implementation:</b> during literacy blocks</p> <p><b>Impact:</b> students will increase understanding of the English language and will apply it to literacy skills.</p> <p><b>Artifacts/Evidence:</b> usage reports</p>	Teachers



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6. Implement Learning A-Z, Imagine Learning, Starfall, Lalilo in the primary grades as well as Pioneer Learning Digital Reader and Flocabulary in the intermediate grades to increase reading stamina.	Title I	August	<p><b>Implementation:</b> Teachers will implement and monitor through weekly reviews of usage reports.</p> <p><b>Impact:</b> Teachers will review growth reports every two weeks and discuss results during CCCs. Coachers will attend and provide feedback on strategies and next steps.</p> <p><b>Artifacts/Evidence:</b> usage reports, growth reports (if available), CCC agendas</p>	Teachers
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## EFFECTIVE LEADERSHIP

GOAL #1	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI). C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"><li>• Method for Monitoring Implementation (Frequency)</li><li>• Method for Monitoring Impact (Frequency)</li><li>• Artifacts/Evidence</li></ul>	<ul style="list-style-type: none"><li>• Lead (bold)</li><li>• Support</li></ul>
1. Set the expectations and non-negotiables of implementation of Lucy Calkins Units of Study in Reading	Title I District	July/August	<b>Implementation:</b> Set the expectations and non-negotiables of implementation of the Lucy Calkins Units of Study in Reading K-5 and begin admin/coach classroom observations in September to verify implementation.  <b>Artifacts/Evidence:</b> lesson plans/walkthroughs	Admin Instructional Support teachers
2. Set the expectations and non-negotiables of implementation of the phonics initiative in grades K-2.	Title I District	August	<b>Implementation:</b> Admin will verify implementation weekly through walkthroughs and data meetings.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, data meetings	Admin Instructional Support teachers
3. Set the expectations and non-negotiables of implementation of Jan Richardson’s “Next Steps to Guided Reading” in Reading.	Title I District	August	<b>Implementation:</b> Admin and Instructional Support teachers will begin weekly walkthroughs in September to verify implementation with fidelity. Observations and next steps will be discussed during building leadership team meetings.  <b>Artifacts/Evidence:</b> lesson plans and walkthroughs	Admin Instructional Support teachers
4. Set expectations for Learning A-Z and Imagine Learning usage.	Title III	August	<b>Implementation:</b> Admin and Instructional Support teachers will begin weekly review of usage reports in September to verify implementation with fidelity. Progress and next steps will be discussed during building leadership team meetings.  <b>Artifacts/Evidence:</b> lesson plans and walkthroughs, usage reports	Admin
5. Set the expectation for the RISE classroom.	N/A	October	<b>Implementation:</b> Instructional Support teachers will implement RISE at least 3 days per week and as needed throughout the year  <b>Artifacts/Evidence:</b> attendance and reading logs, lesson plans and walkthroughs	Instructional Support teachers Admin



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## PROFESSIONAL CAPACITY

<b>GOAL #1</b>	<p>A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA).</p> <p>B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI).</p> <p>C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).</p>			
	<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>
	1. Provide training on Lucy Calkins Units of Study and Jan Richardson in Reading for new teachers through Belmont University.	Title I	August	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul> <p><b>Implementation:</b> Instructional Support teachers will provide training for new teachers in August and will provide follow-up training, as needed. The Instructional Support teachers will model reading whole group and small guided reading lessons as well as provide resources.</p> <p><b>Artifacts/Evidence:</b> training agenda, sign-in sheets, and materials</p> <p>Admin Instructional Support teachers</p>
	2. Provide collaboration time for teachers to plan and review data for student progress in Lucy Calkins Units of Study in Reading and the phonics initiative.	Title I	September	<p><b>Implementation:</b> The teachers will use student data to collaborate quarterly in the areas of reading by reviewing the RI data. Teachers will collaborate on student data by reviewing the county generated ELF assessment.</p> <p><b>Artifacts/Evidence:</b> meeting agendas</p> <p>Admin Instructional Support teachers</p>
	3. Attend relevant conferences and workshops that pertain to literacy and student achievement across content areas. Lucy Writing Teachers College – Writing and Reading, Model Schools, Reading Recovery and Literacy Conference, ESEA conference.	Title I		<p><b>Implementation:</b> Select teachers will attend conferences dates are TBD. A logic model for all attended conferences will be completed.</p> <p><b>Artifacts/Evidence:</b> redelivery of conference information, sign-in sheet, agenda</p> <p>Attendees</p>
	4. Attend district trainings and collaborate with other schools implementing the phonics initiative.	Title I	August	<p><b>Implementation:</b> K-2 teachers will attend quarterly phonics initiative trainings provided through the county.</p> <p><b>Artifacts/Evidence:</b> Zoom and Team Collaboration calls</p> <p>Admin Instructional Support teachers Teachers</p>
	5. Book Study: Jan Richardson’s “Next Steps Forward to Guided Reading,” as well as Jan’s Word Study and Phonics books.	Title I	September	<p><b>Implementation:</b> The Instructional Support teachers will provide professional development using Jan Richardson’s texts, <i>NSFTGR</i> and <i>Word Study and Phonics</i> throughout the year.</p> <p><b>Artifacts/Evidence:</b> staff request survey, PD PowerPoint</p> <p>Instructional Support teachers</p>



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6. Attend the following conferences: ESEA to better understand Title I and learn strategies to utilize funds more effectively, National Reading Recover to learning effective reading strategies for all grade levels	Title I		<b>Implementation:</b> Select teachers will attend the ESEA – Reading Recovery conference dates is TBD ( A logic model for all attended conferences will be completed.  <b>Artifacts/Evidence:</b> redelivery during post planning	Teachers Admin
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## SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI) C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"><li>Method for Monitoring Implementation (Frequency)</li><li>Method for Monitoring Impact (Frequency)</li><li>Artifacts/Evidence</li></ul>	<ul style="list-style-type: none"><li>Lead (bold)</li><li>Support</li></ul>
1. Support parents with strategies to help with Reading instruction through “Parental Digital Support.”	District	August	<b>Implementation:</b> Teachers will provide parents with resources with student access information to support reading at home throughout the year  <b>Impact:</b> Teachers will create parent/teacher partnerships, Teachers will communicate to families how they can support their child(ren) at home.  <b>Artifacts/Evidence:</b> monthly parent newsletters, RI assessment reports, ClassDojo, CTLS Parent, SeeSaw	ESOL and Classroom teachers
2. Support K-2 teachers in implementing the Phonics Initiative with fidelity	District Title I	August	<b>Implementation:</b> Teachers are provided with a county ELA scope and sequence to guide instruction as well as county trainings and coaching support throughout the year.  <b>Impact:</b> Teachers will support students during class time to provide scaffolding so that students can apply phonics skills throughout literacy blocks daily.  <b>Artifacts/Evidence:</b> reading teacher’s schedules, CTLS data, TEAM data meetings, ELF by weekly collaboration	Admin Instructional Support Teachers District Coach
3. Support students in grades K-5 with Extended Day tutoring in reading throughout the year.	20-day fund	January-May	<b>Implementation:</b> Tutors will provide daily small group instruction for striving readers.  <b>Impact:</b> Students will increase their independent reading level  <b>Artifacts/Evidence:</b> RI pre/post assessment	Admin Teachers
4. Support students by providing a 3-5 Power Hour to implement test taking strategies through the Lucy Calkins Units of Study Test Prep for reading and writing.	Title I	January - May	<b>Implementation:</b> To prepare for Milestone testing, grades 3-5 teachers will provide test taking strategies by using the Lucy Calkins Units of Study Test Prep materials during reading and writing.  <b>Impact:</b> Students will develop and apply test taking strategies for assessments to improve testing scores	Admin Instructional Support Teachers



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			<b>Artifacts/Evidence:</b> lesson plans and walkthroughs, increased Milestone scores	
5. Implement Type to Learn to assist with ELA and computer skills for online testing.	Title I	August - May	<b>Implementation:</b> The Specialists will provide instruction for the computer program Type to Learn during weekly computer lab time (Super Specials)  <b>Impact:</b> During their weekly computer times, students will increase their ability to type using the computer keyboard more efficiently  <b>Artifacts/Evidence:</b> teachers/specialists' collaboration, student usage data	Specialists Teachers





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## FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI). C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"><li>Method for Monitoring Implementation (Frequency)</li><li>Method for Monitoring Impact (Frequency)</li><li>Artifacts/Evidence</li></ul>	<ul style="list-style-type: none"><li>Lead (bold)</li><li>Support</li></ul>
1. Family Literacy Events that will focus on strategies that parents can utilize at home with their children to include digital solutions.	Title I	October and November	<b>Implementation:</b> Classroom teachers will provide parents with specific reading and math strategies twice a year to help support student learning.  <b>Artifacts/Evidence:</b> parent attendance and parent surveys	Parent Facilitator  Teachers
2. Communicate students’ reading progress by sending home RI Assessment Reports.	Title I	October and May	<b>Implementation:</b> The teachers will provide parents with an RI assessment report twice a year to communicate student progress.  <b>Artifacts/Evidence:</b> assessment report	Admin  Instructional Support Teachers
3. Utilize parent facilitator to assist parents with reading strategies at home.	Title I	August - May	<b>Implementation:</b> Throughout the year, parent facilitators will assist teachers, parents, and students by providing translations for all communication.  <b>Artifacts/Evidence:</b> communication logs and parent handouts, teacher newsletters, School Newsletters	Parent Facilitator
4. Utilize Parent Resources	Title I	August - May	<b>Implementation:</b> Parent Facilitators will aid parents throughout the year by utilizing the Parent Resource Center. ( <b>assistance with CTLS, ParentVUE, etc.</b> )  <b>Artifacts/Evidence:</b> parent resource room sign-in sheets	Parent Facilitator
5. Implement Math and STEM Night to focus on skills that parents can utilize at home with their children.	Title I		<b>Implementation:</b> Parent Facilitator and The Family and Community Engagement committee will coordinate and organize Math and Stem Night for parents so that they can learn how to utilize these skills with their children at home.  <b>Artifacts/Evidence:</b> parent attendance, parent surveys, committee meeting agendas, school newsletters	Parent Facilitator  Teachers



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STUDENT GROUPS					
<b>Goal #1</b>	<p>A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA).</p> <p>B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI).</p> <p>C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).</p>				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation/Impact</li> <li>Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>
<b>Economically Disadvantaged</b>	<p>Small group tutoring provided by an additional teacher for specific students.</p> <p>Digital learning resources to be provided.</p>	District	January - May	<p><b>Implementation/Impact:</b> A reading tutor will provide small group instruction to striving students.</p> <p><b>Artifacts/Evidence:</b> lesson plans, walkthroughs</p>	Admin Instructional Support teachers
<b>English Learners</b>	<p>Implement Imagine Learning for specific EL students to increase language acquisition.</p> <p>Digital learning resources to be provided.</p>	Title I	August - May	<p><b>Implementation/Impact:</b> Classroom and ESOL teachers will provide daily access to Imagine Learning software for EL students.</p> <p><b>Artifacts/Evidence:</b> Imagine Learning usage report, walk throughs</p>	Admin ESOL teachers Instructional Support teachers
<b>Race / Ethnicity</b>	<p>Provide books that offer a diversity of characters and are relevant to the students.</p> <p>Digital learning resources to be provided.</p>	Title I	August - May	<p><b>Implementation/Impact:</b> Classroom teachers will provide students with access to a variety of diverse reading materials through read-alouds and small group reading instruction.</p> <p><b>Artifacts/Evidence:</b> walkthroughs, lesson plans, classroom library</p>	Admin Instructional Support Teachers
<b>Foster and Homeless</b>	<p>Additional resources and/or access to interventions, such as textbooks, in-school tutoring.</p> <p>Digital learning resources to be provided.</p>	Title I		<p><b>Implementation/Impact:</b> Throughout the year, classroom teachers and the counselor will provide students and their families with necessary materials.</p> <p><b>Artifacts/Evidence:</b> admin/counselor anecdotal records</p>	Admin Counselor Instructional Support Teachers
<b>Migrant</b>				<p><b>Implementation/Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
<b>Students with Disabilities</b>				<p><b>Implementation/Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



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## COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	All students will show 150 points in quantile growth by the end of the year Math Inventory (MI) Assessment.				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"><li>• Method for Monitoring Implementation (Frequency)</li><li>• Method for Monitoring Impact (Frequency)</li><li>• Artifacts/Evidence</li></ul>	<ul style="list-style-type: none"><li>• Lead (bold)</li><li>• Support</li></ul>	
1. Utilize CTLS lessons and units.	Title I  District	July	<b>Implementation:</b> K-5, ESOL, and Instructional support teachers utilize the resources provided in CTLS to plan daily instruction.  <b>Impact:</b> teachers access instructional resources to provide daily instruction for students  <b>Artifacts/Evidence:</b> lesson plans, pacing guides, and walkthroughs	Admin Instructional Support Teachers	
2. Implement Dreambox, Reflex Math (K-3) and IXL (2-5) with fidelity.	Title I  District	August	<b>Implementation:</b> Classroom teachers will use these programs daily to improve MI scores.  <b>Impact:</b> students develop and practice standards-based math skills and will increase MI scores <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, usage reports	Admin Instructional Support Teachers	
3. Implement Number Talks	Title I  District	August	<b>Implementation:</b> K-5 teachers will access CTLS Teach to use the county math resources as a guide to provide daily number talks  <b>Impact:</b> Students will demonstrate number sense and critical thinking skills daily throughout math number talks <b>Artifacts/Evidence:</b> CTLS, lesson plans, and walkthroughs	Admin Instructional Support Teachers	
4. Implement the use of the 3-step instructional approach – Concrete, Representational, and Abstract	Title I	August	<b>Implementation:</b> K-5 teachers will access CTLS Teach to use the county math resources as a guide to provide daily instruction.  <b>Impact:</b> Students will demonstrate number sense and critical thinking skills daily throughout math block  <b>Artifacts/Evidence:</b> CTLS, lesson plans and walkthroughs	Admin Instructional Support Teachers County Math Instructional Support teachers	
5. Teach higher DOK level and problem solving.	Title I	Quarterly	<b>Implementation:</b> Classroom teachers will promote higher order thinking skills during daily instruction. Also, classroom teachers and the Advanced Learning teacher will collaborate to provide higher order thinking and problem-solving activities quarterly.  <b>Impact:</b> Students will demonstrate number sense and critical thinking skills daily and will improve MI scores. <b>Artifacts/Evidence:</b> county math pre/post summative assessments, lesson plans	Teachers Advanced Learning Teacher	



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6. Implement Generation Genius to improve mathematics through STEM as a supplemental component to the math and science standards	Title I	August - May	<p><b>Implementation:</b> K-5 teachers will utilize weekly lessons from Generation Genius to promote mathematics and STEM skills.</p> <p><b>Impact:</b> Students are engaged and are applying math and STEM skills throughout science and math blocks</p> <p><b>Artifacts/Evidence:</b> usage report, lesson plans, walkthroughs, photos of student work/collaboration, student journals</p>	Teachers STEM Lab Teacher
7. Grades 3-5 math Power Hour to prepare for rigor of the Milestone Assessment.	Title I	January - May	<p><b>Implementation:</b> Using the Lucy Calkins Test Prep Units, teachers and tutor(s) will provide daily instruction to prepare students for the Milestone Assessment.</p> <p><b>Impact:</b> Students will be better prepared for the Milestones assessment</p> <p><b>Artifacts/Evidence:</b> lesson plans and walkthroughs</p>	Teachers Tutor(s)
8. Implement the Math Fluency Initiative in K, 1 <sup>st</sup> , and 3 <sup>rd</sup> to include Math in Practice, ORIGO, Sue O'Connell resources, and Math 360 classrooms.	Title I	July	<p><b>Implementation:</b> Teachers will use these resources to provide daily instruction during the math block.</p> <p><b>Impact:</b> Students will demonstrate number sense and critical thinking skills throughout the daily math block</p> <p><b>Artifacts/Evidence:</b> lesson plans, walkthroughs, usage reports, and data meetings</p>	Admin Instructional Support Teachers



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1. Set the expectations and non-negotiables of implementation of Lessons from CTLS.	Title I District	Pre-Planning	<b>Implementation:</b> The District leaders will set the expectations for the implementation of CTLS for all teachers during pre-planning and other county-wide trainings throughout the year.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, team planning agendas	Admin Instructional Support Teachers
2. Set the expectations and non-negotiables of implementation of Dreambox, Reflex K-3, and IXL 2-5.	Title I District	Pre-Planning	<b>Implementation:</b> The District leaders and Instructional Support teachers will set the expectations for the implementation of Dreambox, Reflex (K-3), and IXL (2-5) for all teachers during pre-planning and other county-wide trainings throughout the year.  <b>Artifacts/Evidence:</b> lesson plans, team meeting agendas, and walkthroughs	Admin Instructional Support Teachers
3. Set the expectations and non-negotiables of implementation of Number Talks.	Title I District	Pre-Planning	<b>Implementation:</b> The District leaders and Instructional Support teachers will set the expectations for the implementation of Number Talks for all teachers during pre-planning and other county-wide trainings throughout the year.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, team planning agendas	Admin Instructional Support Teachers
4. Set expectations and non-negotiables for following the 3 instructional steps with fidelity in all grade levels.	Title I	Pre-Planning	<b>Implementation:</b> The District leaders and Instructional Support teachers will set the expectations for the implementation of the three- step modeling approach for all teachers during pre-planning and other county-wide trainings throughout the year.  <b>Artifacts/Evidence:</b> lesson plans and walkthroughs	Admin Instructional Support Teachers
5. Set the expectation for higher DOK and rigor in instruction.	District	Pre-Planning	<b>Implementation:</b> The District leaders and Instructional Support teachers will set the expectations for promoting higher order thinking skills to all teachers during pre-planning, county and school wide trainings, CCCs, and Team planning.  <b>Artifacts/Evidence:</b> lesson plans , team planning agendas, and walkthroughs	Admin Instructional Support Teachers



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1. Provide collaboration time for teachers to plan and utilize CTLs lessons.	Title I	August	<b>Implementation:</b> Instructional Support Teachers will plan quarterly grade-level collaboration times so that teachers can develop pacing guides and lesson plans.  <b>Artifacts/Evidence:</b> meeting agendas, lesson plans, and pacing guides	Admin Instructional Support Teachers
2. Attend district trainings and collaborate vertically within the school on Dreambox, GIM Kit, and Reflex Math resources	Title I	July	<b>Implementation:</b> Throughout the year, teachers will attend trainings for implementing math resources.  <b>Artifacts/Evidence:</b> meeting agendas	Admin Instructional Support Teachers
3. Provide training on Number Talks.	Title I	August	<b>Implementation:</b> Throughout the year, teachers will attend county trainings for implementing math resources.  <b>Artifacts/Evidence:</b> conferencing with teachers and walkthroughs	Admin Instructional Support Teachers
4. Provide training on how to implement and use strategies to teach with the 3-step instructional approach.	Title I	August	<b>Implementation:</b> Throughout the year, teachers will attend county trainings for implementing the 3 - step model approach.  <b>Artifacts/Evidence:</b> lesson plans and walkthroughs	Admin Instructional Support Teachers
5. Attend trainings for STEM Innovation Academy and the NCTM Conference and Georgia Science Teachers Conference and redeliver strategies to the staff to intentionally integrate math and science through STEM.	District  Title I		<b>Implementation:</b> Throughout the year, teachers will attend trainings for promoting higher order thinking skills in math and science.  <b>Artifacts/Evidence:</b> redeliver information to staff, team collaboration	Admin Instructional Support Teachers
6. MFI trainings for K-5	District	Pre-Planning	<b>Implementation:</b> Throughout the year, teachers will attend county trainings for implementing the MFI.  <b>Artifacts/Evidence:</b> attendance, redelivery to teammates	County Instructional Support Instructional Support teachers
7. Quarterly preview of standards.		August	<b>Implementation:</b> Instructional Support Teachers will plan quarterly grade-level collaboration times so that teachers can develop pacing guides, lesson plans and preview standards.  <b>Artifacts/Evidence:</b> team meeting notes, collaboration days, lesson plans	Instructional Support Teachers



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1. Support students in grades K-5 with tutoring for math instruction.	20-day funds	August	<b>Implementation:</b> Grades 3,5 Interventionist teachers will provide daily small group math instruction to support our striving learners using Dreambox Learning and the District provided MFI strategies. <b>Impact:</b> The students will increase their quantile scores on the quarterly MI assessment <b>Artifacts/Evidence:</b> MI pre/post assessments	Admin Instructional Support Teachers	
2. Support teachers and students (3-5) with additional support in math to bottom MI scoring students.	District	August	<b>Implementation:</b> Grades 3,5 Interventionist teachers will provide daily small group math instruction to support our striving learners using Dreambox Learning and the District provided MFI strategies. <b>Impact:</b> The students will increase their quantile scores on the quarterly MI assessment.  <b>Artifacts/Evidence:</b> lesson plans, MFI and MI assessment data	Instructional Support Teachers	
3. Implement MFI K,1 <sup>st</sup> and 3 <sup>rd</sup> grades	Title I	K - December 1-3 August	<b>Implementation:</b> K, 1 <sup>st</sup> , and 3 <sup>rd</sup> grade teachers will implement the district’s Math Fluency Initiative each day during the mathematics instructional block.  <b>Impact:</b> The students will develop number sense and critical thinking skills. As a result, students MFI and MI assessment scores will increase.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, data meetings	Instructional Support Teachers	
4. Implement Math in Practice, IXL, Origo Box of Facts (K and 3 <sup>rd</sup> ), and Sue O’Connell’s books.	Title I	August	<b>Implementation:</b> K, 1 <sup>st</sup> , and 3 <sup>rd</sup> grade teachers will implement the district’s Math Fluency Initiative each day during the mathematics instructional block and will use resources such as: <i>Math in Practice</i> , IXL, Origo Box of Facts, and Sue O’Connell’s books. <b>Impact:</b> The students will develop number sense and critical thinking skills. As a result, students MFI and MI assessment scores will increase. <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, data meetings	Instructional Support Teachers	
5. Implement Math 360 Classrooms and Gimkit resources	?	August	<b>Implementation:</b> Grades 2 (1 classroom), 3 (1 classroom), 4, 5 teachers will implement Math 360 with students daily during math instruction. The Gimkit resources will be used to determine student mastery of learning. <b>Impact:</b> The students will develop number sense and critical thinking skills. As a result, students MFI and MI assessment scores will increase.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, data meetings	Instructional Support Teachers	





## FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	All students will show 150 points in quantile growth by the end of the year Math Inventory (MI) Assessment.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Family Math Day that will focus on math strategies that parents can utilize at home with their children.	Title I	November	<b>Implementation:</b> In November, K-5 teachers will invite parents into the classroom to demonstrate what students are learning. The teachers will provide examples of problem-solving so parents can support their child's learning at home.  <b>Artifacts/Evidence:</b> parent attendance, parent surveys, take home strategies for parents	Parent Facilitator
2. Communicate students' math progress by sending home MI Assessment Reports and Math Roadmaps.	Title I	October & May	<b>Implementation:</b> K-5 teachers will share student MI reports with parents twice per year.  <b>Artifacts/Evidence:</b> parent teacher conference notes, MI Parent reports	Parent Facilitator Teacher
3. Utilize parent facilitator to assist parents with math strategies at home through "Parental Digital Support."	Title I	August - May	<b>Implementation:</b> Our Parent Facilitator will provide parents with Digital Support to help them apply math strategies at home throughout the year.  <b>Artifacts/Evidence:</b> Parent Resource room sign-in sheets, anecdotal notes, ClassDojo	Parent Facilitator Teacher
4. Utilize ESOL teacher to communicate and hold Parental Digital Support trainings	Title I	September	<b>Implementation:</b> Throughout the year, our ESOL teachers will provide support for parents by holding Digital Support Parent trainings to demonstrate how they can best support students at home.  <b>Artifacts/Evidence:</b> training sign-in sheets, ClassDojo	ESOL Teachers
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #2	All students will show 150 points in quantile growth by the end of the year Math Inventory (MI) Assessment.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation/Impact</li> <li>Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>
Economically Disadvantaged	Small group tutoring for specific students.		January	<b>Implementation/Impact:</b> The tutor will provide daily small group instruction in reading and math for striving learners.  <b>Artifacts/Evidence:</b> MI data reports, lesson plans, data	Tutor(s)
English Learners	Implement Imagine Learning for specific EL students to increase language acquisition for those with a 2 or less ACCESS score.		August	<b>Implementation/Impact:</b> Our ESOL teachers will provide EL students with access to Imagine Learning to use throughout the year to increase language acquisition.  <b>Artifacts/Evidence:</b> usage reports	ESOL teachers Classroom teachers
Race / Ethnicity	Provide story problems that offer diversity of context.		August	<b>Implementation/Impact:</b> K-5 teachers will provide access to a variety of diverse content and offer discussions throughout instruction.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, classroom library	
Foster and Homeless	Additional resources and/or access to interventions, such as textbooks and digital access.		August	<b>Implementation/Impact:</b> K-5 teachers will provide students with access to resources for support.  <b>Artifacts/Evidence:</b> lesson plans, walkthroughs, ClassDojo, CTLS Parent	
Migrant				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
Students with Disabilities				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	



## FY22 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**

**References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

**Statement #1:** The School Improvement Plan is developed during a one-year period FY22 as outlined in **Sec. 114(b) (1-5) of ESSA.**

**Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.



**Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
  - Improve teaching and learning
  - Target student outcomes and goals of schools and districts
  - Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
  - Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

In addition:

- Monthly professional learning lead by lead teachers
- Building Leadership Team book study
- New Teacher Mentor/Mentee group
- New Teacher University
- Analyze data bi-weekly with K-2 for phonics using CTLS



**Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at Belmont Hills Elementary School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Belmont Hills Elementary School, we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level Instructional Support teachers. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.



**Question #3:** Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized Instructional Support teachers services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

To meet the needs of all students and especially those at risk, Belmont Hills Elementary School will implement the following:

- On-going restorative circles with the counselor
- Flexible grouping 1<sup>st</sup>-5<sup>th</sup> for academically similar peers in reading
- RISE reading program to target student significantly below grade level
- STEM education
- RTI meetings monthly
- Power Hour to support students on their level with the Georgia Milestone Assessment



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

**Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."



**Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

At Belmont Hills Elementary School, we practice progressive discipline. We seek to gain insight as to why students are having behavior problems and address those head on with a select Core Team which meets monthly to identify and address student needs. Administration, counselors, school psychologist, and SSA are all present at this meeting.



**Question #6:****Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**

Belmont Hills Elementary School provides a Kindergarten Orientation where we invite all incoming kindergarten students to register and attend our school for a tour and parent orientation. We also encourage all Kindergarten students to enroll in our Early Kindergarten Summer Program where students attend over the summer for 6 weeks. Currently, a parent facilitator visits all area Pre-K's to encourage students to attend Early Kindergarten.

Belmont Hills also provides the parents opportunities throughout the school year to ask questions regarding their child's transition to middle school.



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

**Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

Belmont Hills is a schoolwide school.



**Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

All equipment purchased with Title I funds are tagged with the appropriate Title I label and added onto the school's inventory checklist prior to use in the classrooms. The inventory spreadsheet is maintained throughout the school year. The media center maintains a check in / check out list for any items stored within the media center and shared throughout the building.



## **ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

***Question: How is the SIP developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable***

Belmont Hills Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Belmont will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.