Belforest Elementary School 2020-2021 Continuous Improvement Plan

Vision
To foster a nurturing environment with high expectations for students to achieve potential & graduate with opportunities

Mission
To prepare ALL students to graduate College and Career Ready through a culture of equity and opportunity

Beliefs
#BaldwinProud #CommunityStrong

Balanced Literacy	Math (STEM)	Climate and Culture	Subgroup
Objectives	**Objectives**	**Objectives**	**Objectives**
• To increase reading proficiency for all students.	• To increase math proficiency for all students.	• To increase student engagement through fostering a strong sense of belonging within the school community.	• To increase reading proficiency for students falling into tier 2 supports & in need of explicit decoding/encoding strategies as evidenced by data.
Critical Initiatives	**Critical Initiatives**	**Critical Initiatives**	**Critical Initiatives**
• Utilize assessment data measures to guide instructional decision-making and track student progress. • Provide professional development in Phonemic Awareness and Word Study to equip teachers for all tiers of reading instruction. • Plan & deliver lessons requiring students to integrate skills in listening, reading, speaking & writing across all content areas to increase their engagement & deepen their level of knowledge.	• Utilize assessment data measures to guide instructional decision-making and track student progress. • Provide professional development to deepen understanding of Alabama's CCRS mathematical practices and grade level content standards to equip teachers for all tiers of math instruction. • Plan & deliver lessons requiring students to integrate skills in listening, reading, speaking & writing across all content areas to increase their engagement & deepen their level of knowledge.	• Support students in taking on leadership roles within the school family. • Develop the school's physical environment so that it reflects the belief that all students are leaders and expresses all students' worth and potential.	• Utilize data points to target tier 2 reading students and assign them to intervention groups based on identified needs. • Implement Walk-to-Read Intervention Program on grade levels to provide tier 2 reading students with differentiated intervention in decoding and encoding strategies.
Key Measures	**Key Measures**	**Key Measures**	**Key Measures**
• Reading STAR & NSGRA Data • Grade Level Formative & Summative Assessment Data/Student Work Samples • Reading PD Sign-In Sheets/Agendas • Lesson Plan Artifacts & Walk-through Observations/SFS Observations	• Math STAR data • Grade Level Formative & Summative Assessment Data/Student Work Samples • Math PLT PD Sign-In Sheets/Agendas • Lesson Plan Artifacts & Walk-through Observations/SFS Observations	• Club Rosters and Artifacts • Job Board and Sign-in Sheets • Certificates of Recognition • Evidence of students' best work displayed • Mission Statements posted and referenced • Displays communicating the LIM process • Warm/welcoming common areas	• Reading STAR & NSGRA Data • Grade Level Formative & Summative Assessment Data • Student Reading Intervention Plans (SRIP) • Walk-to-Read Intervention Group Assignments