



School Improvement Plan

Belmont Elementary School

Rockford Public Schools

Mr. Jeremy Karel
6097 Belmont Ave Ne
Belmont, MI 49306-9601

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Belmont Elementary, in Belmont, Michigan, serves 348 students in kindergarten through grade five. The principal of Belmont is Maggie Thelen, who is also the director of the Gifted and Talented department and director of Instructional Technology. Belmont has 16 classroom teachers and 11 paraprofessionals. In addition, the school has one resource room teacher, a reading specialist, reading interventionist, and teachers for music, art, and physical education. There is a psychologist, a speech teacher, a social worker, an occupational therapist, and a physical therapist on staff, as well as a gifted and talented program.

Belmont is located at the southern edge of the district and is over twenty percent school of choice. The school is located near a major highway that connects districts from the north and south and also has a large day care center nearby that is used by families in and out of district.

The school hosts after school activities scheduled by the community education department, in addition to our own Odyssey of the Mind teams. Our students take part in district and regional spelling bee competitions and a local Battle of the Books competition with other elementary schools in the area.

The school has also initiated several pilot programs for the district during the 2013-2014 school year and continued this program in the 2014-2015 school year. Our kindergarten teachers piloted Project 6,4 which is a drawing program/handwriting program. It was our hope that this will be replicated district-wide, but due to budget constraints this was not viable. The results have been amazing so far with evidence gathered showing progress from our students. We also have a teacher trained in facilitating a Learn Lab Classroom who has worked with our teachers to create Learn Lab Classrooms concentrating on the area of individual teacher goals for school improvement. The third initiative began in January of 2014 with an iPad pilot for all classroom teachers. Teachers followed ISTE standards for teachers and the SAMR model for technology integration. All professional development was conducted by Belmont teachers and administration. There were weekly professional development opportunities.

The school has a Facebook page for parent and community communication and the weekly activity consistently shows that this page is making an impact. The school also has a website only used by teachers as a means of communication to all staff regarding school issues. The school also utilizes a program called "Family Access" which is a means of communication by the school, district, food service, attendance, and other departments. To date, all families that have internet at home are signed up for this program.

Belmont is fully accredited by AdvancED, formerly the North Central Association of Schools and Colleges. Belmont has earned an "A" from Education Yes!, an evaluation program directed by the State of Michigan.

All Rockford Public Schools are Blue Ribbon Exemplary Schools. Belmont received state and national recognition in the spring of the 1998-99 school year. We also received a Character Education Special Emphasis Award at the national level during the same year.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

All staff will create communities/environments in their classrooms. They will achieve this by teaching respect and responsibility in the academic and social/affective domains. In order to foster learning communities, staff will ensure that all students achieve academic success by meeting the academic needs of all students.

Mission Statement

All students will develop life skills that enable them to participate in the worldwide community. These life skills will foster the ability to work collaboratively and enhance the desire to have a love of learning.

Beliefs Statement

Our staff continues to be guided by the belief that effective schools must have a focus. That focus must translate into goals. Our goals must satisfy specific criteria. These criteria must:

1. Identify what is most important for students.
2. State what students will know, understand, or be able to do.
3. Be applicable to all content areas.
4. Incorporate broad, high level skills.
5. Be observable and measurable.
6. Be included in teaching units.
7. Be manageable in number.

Belmont Elementary School

SIP

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Belmont Elementary has shown growth in Discovery Education assessments for grades 3-5 from September to January to May. The school continues to outperform the district in math and reading growth.

The school would also like to continue to provide appropriate educational programming for students with high abilities and achievement.

During the 2014-2015 school year, the school has implemented the PBIS (Positive Behavior Intervention and Support) program to add the behavior component to RtI.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Teacher, parent and student surveys.

Data analysis of MEAP, common assessments, Discovery Education Assessment

staff meetings and SIP chairperson meetings

meetings were scheduled at least once per month

staff, parents and administrators were invited via email and assigned roles via email and/or at meetings

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

SIP chairs made up of classroom teacher and the school reading specialist - schedule and plan committee meetings, gather materials, guide others and professional development, determine needs

classroom teachers - plan and prepare SIP activities and strategies, attend PD, assess students, look at data

administrator - attend meetings, guide process, plan PD, purchase materials, report out to parent group, report out to superintendent for curriculum, disaggregate data for staff

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Facebook, school website, staff meeting, PTO meeting, curriculum binders, email

stakeholders receive information on a monthly basis via meetings, email, website

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

enrollment data has not changed in the past three years

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

student attendance has stayed consistent over the past three years with an overall average of 96% attendance each day

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Prior to the 2014-2015 school year, there was not a change in student behavior data. During the 2014-2015 school year our school has implemented the PBIS (Positive Behavior Intervention and Support) program which has made a positive impact on reducing the number of behavior reports at school.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

none

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Belmont has a blend of veteran and new teachers. This combination of experience leads the staff in robust and proactive conversations and educational programming.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

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Because we have a blend of new and veteran teachers, we work together to ensure that all students receive quality instruction to impact student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

no issues at Belmont with teacher attendance

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

this is not an issue at Belmont

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

there are no challenges

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

reading and math are areas of strength for Belmont students
students, parents and staff feel school is a safe, warm and educationally sound environment

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

science
student and teacher access to technology

12. How might these challenges impact student achievement?

addressing curriculum issues in science and also adding more technology and professional development for students and staff will have a positive impact on student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The district bond will address the need in the area of technology so that will be addressed. More professional development in the area of science and reading nonfiction text in science will help assist student performance in this area.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All programs that a student with disabilities can take advantage of are offered and documented through the IEP process and MTSS procedures and services.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We have multiple extended learning activities through our community services program, as well as outside volunteers. We have OM opportunities for our students as well. Belmont has also added a Coding Club for students and a Girls on the Run program.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

District newsletters, district website, school website, posting flyers in public places, teacher communication, Family Access emails, school Facebook page and more.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All teachers have a curriculum binder that contains all curriculum that needs to be taught in the school year. The teachers check off goals and objectives they have covered during the year as they are taught. This binder is turned into the building principal three times a year for review and to ensure that all content is taught and the pacing of instruction is aligned at all grade levels.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

did not complete health survey

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

students have grown in the area of nonfiction text and comprehension
school data for DRA and F&P shows most students are reading at or above grade level

19b. Reading- Challenges

continue to support fluency and comprehension strategies for all students and especially those that need additional assistance
continue MTSS for K-5

19c. Reading- Trends

reading continues to be a strong area of achievement for Belmont

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Comprehension Toolkit resource and additional classroom libraries continue to assist with reading.

20a. Writing- Strengths

improved in the area of informational writing through implementation of new Lucy Calkins writing kit

20b. Writing- Challenges

Students need additional practice and instruction in editing writing, adding detail, and responding to a writing piece.

20c. Writing- Trends

Professional development in the area of writing has given staff tools and techniques to make a positive difference for students in the area of writing. Writing scores continue to improve.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Additional professional development in the area of writing instruction and learn lab opportunities to watch other teachers instruct in the area of writing through GRR.

21a. Math- Strengths

computation

geometry

21b. Math- Challenges

fractions

decimals

number sense

21c. Math- Trends

math data shows a consistent trend with no dramatic growth or decrease in achievement

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

math will be an area of focus with a new math program purchased and additional professional development. A new math curriculum/map will also be created this summer.

22a. Science- Strengths

plants and organisms

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22b. Science- Challenges

all but plants and organisms

22c. Science- Trends

science data has been consistent throughout the years

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

addressed through reading goal in SI

looking at NEXT and STEM in district as well

23a. Social Studies- Strengths

history strand

23b. Social Studies- Challenges

process of government

23c. Social Studies- Trends

data has been consistent and has not changed

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

- They feel that their teacher and principal want them to learn
- feel the teachers want them to do their best
- feel the teachers care about them
- feel computers help them learn

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

- lunch food
- need more drinking fountains outside
- don't like homework

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

there is no plan to address their concerns as the programs are either federally mandated (lunch) or a money issue with adding drinking fountains.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

- our school has established goals for student improvement
- our governing body acts responsibly
- high expectations for students
- provide opportunities for them to be involved
- curriculum is equitable
- teachers use variety of strategies

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-informed about student progress

-qualified staff members

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

communication by teachers - varied on responses between strength and area of low satisfaction so difficult to interpret the results.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

asking parent groups for more information on the response to get a better understanding if this is a need or they are satisfied

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

-clear school purpose

-effective continuous improvement plan

-governing body is informative

-leader has high expectations

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Increased involvement in decision making and new ideas from staff.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

staff is surveyed on their professional needs and staff meetings are more interactive for input and discussions

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

environment in district and teacher effectiveness

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

parking and technology

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

bond issue for district passed so there are plans to address parking and technology

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Belmont continues to perform above state and county on state tests in all content areas.

Parents are satisfied with the school culture and academic and social opportunities provided to students.

Processes are reviewed by staff each year so there is a positive approach to continuous improvement.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

there are few challenges in demographics, processes or perception and they are addressed in the school improvement plan and in the school culture and planning.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges are addressed in the written goals and identified strategies and activities in each area.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rockfordschools.org/?i=Belmont The Annual Education Report is found under a designated tab on the Belmont website.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	http://www.rockfordschools.org/?i=HumanResources Human Resources 350 N. Main Street Rockford, MI 49341 Doug VanderJagt, Assistant Superintendent Christine Phillips, Secretary Cindy Atkinson, Secretary 616.863.6321 616.866.1911 8:00 AM - 4:30 PM	

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Human Resources 350 N. Main Street Rockford, MI 49341 Doug VanderJagt, Assistant Superintendent Christine Phillips, Secretary Cindy Atkinson, Secretary 616.863.6321 616.866.1911 8:00 AM - 4:30 PM http://www.rockfordschools.org/?i=HumanResources	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

2016/17 Belmont SIP

Overview

Plan Name

2016/17 Belmont SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Belmont Elementary School will improve proficiency in nonfiction reading comprehension.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$810
2	All students at Belmont Elementary School will improve their ability to effectively communicate ideas in informational writing across all content areas through the use of topics and supporting facts.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$0
3	All students at Belmont Elementary School will improve proficiency in mathematics.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$7500
4	All students at Belmont Elementary School will improve proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All students at Belmont Elementary School will improve proficiency in science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
6	School Culture	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students at Belmont Elementary School will improve proficiency in nonfiction reading comprehension.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of nonfiction reading comprehension in English Language Arts by 06/03/2022 as measured by a level at, or above M-Step proficiency (3-5), Discovery Education Assessment (3-5) and/or district benchmarks. (K-5)(varies by grade level and assessment).

Strategy 1:

Restate Information - Students will restate important information from a leveled nonfiction text.

Category: English/Language Arts

Research Cited: Classrooms That Work: They Can All Read and Write by Patricia Cunningham and Richard Allington

Tier: Tier 1

Activity - Mini-lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gather graphic organizers and nonfiction retelling rubrics. Teachers will teach and model retelling nonfiction texts using graphic organizers. Teachers will teach mini-lessons in the areas of monitoring comprehension, infer meaning, determine importance, and summarize and synthesize.	Direct Instruction	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers
Activity - QAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete QAR selections twice per semester.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers

Strategy 2:

Continue Implementation of CTK - All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Category: English/Language Arts

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Research Cited: Comprehension Toolkits, Stephanie Harvey

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- New elementary teachers will be provided Comprehension Toolkit materials and training.	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, reading director, principal, reading specialist

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will continue to implement the Comprehension Toolkits strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$810	Title I Part A	Classroom teachers, reading director, principal, reading specialist, curriculum superintendent

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Principal, classroom teachers, reading specialist

Strategy 3:

Gradual Release of Responsibility - All Content Areas: All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: English/Language Arts

Research Cited: Research: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Strategy 4:

Response to Intervention -

Response to Intervention: All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance. Additionally, RTI will be expanded in the area of 1st and 2nd grade math intervention.

Category: English/Language Arts

Research Cited: RTI/MTS

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Reading Specialists, Special Ed. Director, Director of Curriculum

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Reading Specialists, Special Ed. Director, Director of Curriculum
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Student achievement data will be reviewed according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session.	Monitor	Tier 2		07/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Reading Specialists, Special Ed. Teacher, Superintendent of Curriculum

Goal 2: All students at Belmont Elementary School will improve their ability to effectively communicate ideas in informational writing across all content areas through the use of topics and supporting facts.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of informational writing in English Language Arts by 06/03/2022 as measured by the M-Step, teacher observation and district common assessments in the area of informational writing..

Strategy 1:

Lucy Calkins and Writer's Workshop - Continue the implementation of Writer's Workshop.

Category: English/Language Arts

Research Cited: Calkins, L & L. Pessa. A Principal's Guide to Leadership in the Teaching of Writing. 2008.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	Writing director, asst. superintendent curriculum, district writing curriculum
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	Writing committee, writing director, asst. superintendent curriculum

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, principal, writing committee

Strategy 2:

Communicate Ideas - Students will effectively communicate ideas in informational writing using knowledge acquired by The Writing Diner and Lucy Calkins.

Category:

Research Cited: The Writing Diner, Tim Hargis and Lucy Calkins

Tier:

Activity - Planning and Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will generate writing prompts, inventory Writing Diner books and plan dates for grade level planning.	Getting Ready			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers

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Activity - Student Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will respond in writing to an informational prompt/topic 2-4 times per year.	Evaluation			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers
Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use selected grade level graphic organizers to help structure their informational writing.	Implementation			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers
Activity - Mini-lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach mini-lessons in the areas of introducing a topic, supplying facts and details, linking words and concluding statements.	Direct Instruction			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers
Activity - Writing Diner Mini-lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use The Writing Diner mini-lessons to enhance student writing. (monthly)	Direct Instruction			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers
Activity - Student Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will take a writing assessment using the informational writing rubric.	Evaluation			07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers

Strategy 3:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Belmont Elementary School

<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Goal 3: All students at Belmont Elementary School will improve proficiency in mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of mathematics in Mathematics by 06/03/2022 as measured by the MEAP, Discovery Education Assessment, teacher observation, and district common assessments.

Strategy 1:

EM4 and CCSS - All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Category: Mathematics

Research Cited: CCSS (Common Core State Standards)

EM4 (Everyday Mathematics 4)

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, math coordinator for district

School Improvement Plan

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half-day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$6000	General Fund	Classroom teachers, math director
Activity - Assessment and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, principal

Strategy 2:

Gradual Release - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Mathematics

Research Cited: Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility"

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$1500	Title II Part A	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Belmont Elementary School

<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Strategy 3:

Response to Intervention - Response to Intervention: All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance. Additionally, RTI will be expanded in the area of 1st and 2nd grade math intervention.

Category: Mathematics

Research Cited: Response to Intervention

Tier: Tier 2

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2		07/01/2016	06/01/2017	\$0	No Funding Required	RTI District Committee, Director of Special Services.

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2		07/01/2016	06/01/2017	\$0	No Funding Required	RTI district committee, classroom teachers.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Belmont Elementary School

- Student achievement data will be reviewed according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session.	Monitor	Tier 2	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Reading Specialists, Special Ed. Teacher, Principal.
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Goal 4: All students at Belmont Elementary School will improve proficiency in social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of reading social studies informational text in Social Studies by 06/03/2022 as measured by the MEAP, teacher observation and district common assessments.

Strategy 1:

Comprehension/Writing Workshop - All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkins writing strategies while the district social studies team assembles and provides additional content recommendations.

Category: Social Studies

Research Cited: Comprehension Toolkits, Stephanie Harvey

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	All staff
Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. 	Implementa tion	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	Reading specialists, literacy coach, reading director, principals, classroom teachers, asst. superintend ent for curriculum
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Principal, classroom teachers, reading specialist

Strategy 2:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Social Studies

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Goal 5: All students at Belmont Elementary School will improve proficiency in science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of reading science informational text in Science by 06/03/2022 as measured by the MEAP, teacher observation, and district common assessments.

Strategy 1:

Comprehension/Writing Workshop - All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkins writing strategies as well as prepare to transition to district science team recommendations.

Category: Science

Research Cited: Research: Calkins, L & L. Pessa. A Principal's Guide to Leadership in the Teaching of Writing. 2008.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Getting Ready	Tier 1	Getting Ready	07/01/2016	07/01/2017	\$0	No Funding Required	district science committee

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. 	Implementation	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	District science committee members, teachers, sup. of curriculum
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	No Funding Required	Teachers, district science committee.

Strategy 2:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Science

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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Goal 6: School Culture

Measurable Objective 1:

collaborate to organize a systematic agenda of activities to increase positive feeling, tone and character education for students and staff. by 06/01/2017 as measured by 85% of students will participate in building a positive student culture..

Strategy 1:

School Culture - Positive Culture: Staff will continue to organize a systematic agenda of activities to increase positive feeling tone and character education for students and staff.

Category: School Culture

Tier: Tier 1

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. 	Getting Ready	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	All Staff

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Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	No Funding Required	All Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. 	Monitor	Tier 1		07/01/2016	06/01/2017	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation	- Teachers will continue to implement the Comprehension Toolkits strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$810	Classroom teachers, reading director, principal, reading specialist, curriculum superintendent

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half-day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$6000	Classroom teachers, math director

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Diner Mini-lessons	Teachers will use The Writing Diner mini-lessons to enhance student writing. (monthly)	Direct Instruction			07/01/2016	06/01/2017	\$0	Classroom teachers

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Monitoring	<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. 	Monitor	Tier 1		07/01/2016	06/01/2017	\$0	All Staff
QAR	Students will complete QAR selections twice per semester.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	Classroom teachers
Mini-lessons	<p>Teachers will gather graphic organizers and nonfiction retelling rubrics.</p> <p>Teachers will teach and model retelling nonfiction texts using graphic organizers.</p> <p>Teachers will teach mini-lessons in the areas of monitoring comprehension, infer meaning, determine importance, and summarize and synthesize.</p>	Direct Instruction	Tier 1		07/01/2016	06/01/2017	\$0	Classroom teachers
Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. 	Implementation	Tier 1		07/01/2016	06/01/2017	\$0	District science committee members, teachers, sup. of curriculum

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Getting Ready	- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	Writing director, asst. superintendent curriculum, district writing curriculum
Implementation	- Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	Writing committee, writing director, asst. superintendent curriculum
Getting Ready	- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 2		07/01/2016	06/01/2017	\$0	RTI District Committee, Director of Special Services.
Monitoring	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Monitoring	- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	Principal, classroom teachers, reading specialist

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Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

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Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Getting Ready	<ul style="list-style-type: none"> - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	All staff
Planning and Preparation	Teachers will generate writing prompts, inventory Writing Diner books and plan dates for grade level planning.	Getting Ready			07/01/2016	06/01/2017	\$0	Classroom teachers

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Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

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Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half-day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	Reading specialists, literacy coach, reading director, principals, classroom teachers, asst. superintendent for curriculum
Monitoring	<ul style="list-style-type: none"> - Student achievement data will be reviewed according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Monitor	Tier 2	Monitor	07/01/2016	06/01/2017	\$0	Teachers, Reading Specialists, Special Ed. Teacher, Principal.

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Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Implementation	<ul style="list-style-type: none"> - All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices. 	Implementation	Tier 2		07/01/2016	06/01/2017	\$0	RTI district committee, classroom teachers.
Monitoring	<ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	Principal, classroom teachers, reading specialist
Monitoring	<ul style="list-style-type: none"> - Student achievement data will be reviewed according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session. 	Monitor	Tier 2		07/01/2016	06/01/2017	\$0	Teachers, Reading Specialists, Special Ed. Teacher, Superintendent of Curriculum
Getting Ready	<ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Toolkit materials and training. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	Classroom teachers, reading director, principal, reading specialist

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Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Monitoring	<ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	Teachers, district science committee.
Getting Ready	<ul style="list-style-type: none"> - Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	Classroom teachers, math coordinator for district
Implementation	<ul style="list-style-type: none"> - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. 	Implementation	Tier 1	Implement	07/01/2016	06/01/2017	\$0	All Staff
Mini-lessons	<ul style="list-style-type: none"> Teachers will teach mini-lessons in the areas of introducing a topic, supplying facts and details, linking words and concluding statements. 	Direct Instruction			07/01/2016	06/01/2017	\$0	Classroom teachers

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Getting Ready	<ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. 	Getting Ready	Tier 1		07/01/2016	06/01/2017	\$0	All Staff
Graphic Organizers	Students will use selected grade level graphic organizers to help structure their informational writing.	Implementation			07/01/2016	06/01/2017	\$0	Classroom teachers
Monitor	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Monitoring	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1		07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.

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Monitoring	- The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	Classroom teachers, principal, writing committee
Student Response	Students will respond in writing to an informational prompt/topic 2-4 times per year.	Evaluation			07/01/2016	06/01/2017	\$0	Classroom teachers
Student Response	Students in grades K-5 will take a writing assessment using the informational writing rubric.	Evaluation			07/01/2016	06/01/2017	\$0	Classroom teachers
Getting Ready	- The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$0	Teachers, Reading Specialists, Special Ed. Director, Director of Curriculum
Implementation	- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Implementation	Tier 2	Implement	07/01/2016	06/01/2017	\$0	Teachers, Reading Specialists, Special Ed. Director, Director of Curriculum
Getting Ready	- The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Getting Ready	Tier 1	Getting Ready	07/01/2016	07/01/2017	\$0	district science committee

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Implementation	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1		07/01/2016	06/01/2017	\$0	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
Assessment and Monitoring	<ul style="list-style-type: none"> - The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP. 	Monitor	Tier 1	Monitor	07/01/2016	06/01/2017	\$0	Classroom teachers, principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Getting Ready	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	07/01/2016	06/01/2017	\$1500	All RPS teachers will participate in the implementation of Common Instructional Framework with emphasis on the Gradual Release of Responsibility.
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