

Belle Forest Community School Annual Plan (2019 - 2020)

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Reading/Language Arts

By spring 2020, we will improve K-12 literacy, with a particular emphasis on early grades literacy. We believe improvement in this area can continue based on work done in the prior yer including the implementation of new reading curriculum material , the placement of new personnel to support reading and ELA remediation at the secondary level and the development of rigorous professional development to support readingSchool-Level: During the 2019-2020 school year, Belle Forest Community School will provide effective instructional strategies, resulting in meeting a minimal TVASS score of level three in Reading Language Arts. Looking ahead BFCS is committed to ensuring a stretch goal in Reading Language Arts of 21.7% on the Tn Ready End of Course assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.Belle Forest Community School focuses on challenging and rigorous learning environments for all students. Administrative Team will utilize the Cornerstones for High Quality Instruction components along with the Instructional Planning Guide (IPG) as it relates to the three shifts to monitor the fidelity of implementation of Tier I RLA instruction. Belle Forest Instructional Leadership Team and the District Literacy Advisor will also provide ongoing, high quality professional development for the staff on research-based instructional practices related to the instructional shifts along with College and Career Ready State Standards, which will result in improved student performance.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		

	<p>Literacy Deficits Instructional Leadership Team (ILT) will identify areas of deficiency in Literacy based off of data and observations. From this information, the ILT will develop plans for these areas, which include modeling of strategies, real-time coaching, vertical team planning, and co-planning. Educators will implement Ready Reading to help students close academic gaps in their understanding and mastery of TN English Language Arts standards. Ready Writing to help students increase their understanding and mastery of TN Ready writing modes. In addition, Reading Horizons implementation series will help students increase their academic vocabulary of Tier one, two, and three words and gain additional strategies and skills needed for proficient Reading .</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		
	<p>State Assessment Alignment During the 2019-2020 school year, Belle Forest Community School will increase teacher effectiveness in-effort to implement rigorous curriculum provided by Shelby County Schools. In addition, all educators will expose students to aligned quality core instruction in-order to meet the expected level rigor held within the Tennessee Department of Education's academic standards. BFCS will expose students to task that are individualized based on their academic level to ensure academic excellence and success.</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		
	<p>Standards Supplemental Curriculum Belle Forest will utilize Ready Reading to provide all students exposure to complex and authentic text. Teachers will supplement the Tennessee standards through consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		

	<p>thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.</p>				
<p>Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Professional development will be differentiated for teacher learning by content, grade level, and level of teacher effectiveness. Belle Forest will continue to monitor progress and feedback from the Teacher Effectiveness Model (TEM) gathered during formal observations and informal observations data from Instructional Practice Guides. Additionally, Belle Forest will continue to offer district mandated professional development sessions, internally and externally. Along with new teacher network sessions and individualized coaching and support for novice and veteran teachers. Belle Forest will continue to collaborate with District Literacy staff and other central office employees (i.e., Coordinated School Teams) to support the implementation of the curriculum instructional design. Finally, to build educators instructional capacities, teachers will attend content specific conferences based off the instructional needs of the school.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		

	<p>Customized Differentiated Professional Development</p> <p>Professional development will be provided at the school level during PLC meetings, grade level meetings, ILT (Instructional Leadership Team) meetings and individual sessions for teachers differentiated based on enrichment and growth as noticed during classroom formal and informal observations. Belle Forest will provide customized professional development which will equip teachers with pedagogies needed to facilitate learning in their classrooms. Throughout the 2019-2020 school year, professional develop will focus on the following topics:1. Tennessee’s Common Core Standards—Deep dive and breakdown of Tennessee standards for each academic content area (Reading, Writing, Math, Science, and Social Studies)2. IPG- Instructional Practice Guide Coaching Tool (IPG), indicators, teacher/student actions and alignment around the three Core Actions that encompass the Shifts in instructional practice required by college- and career-ready standards.3. Data Digs: How to analyze data for planning, reteaching, and reinforcing standards.4. Curriculum Deep Dives:a. Expeditionary Learning: Maintaining the integrity of the lesson, instructional shifts, differentiated planning vs prepping, and integrating Grammar and Writing.b. Foundational Skills: Best effective teaching strategies for teaching foundational skills with Journey’s resources.c. Eureka Math: Curriculum, spiraling, and standards pacing focusing on the major work of the grade.d. Science- Assistance with pacing, strategies, and effective implementation of the NGSS (Next Generation Science Standards), Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas.5. Effective teaching strategies:a. Small Group</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
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	<p>Instruction- Assistance with student differentiated instructional resources and activities (tasks) that align with the standard and objective.b. ELL (English Language Learners)- Effective strategies for providing best instructional practices.c. SPED Best Practices- Effective strategies for providing scaffolds and implementing appropriate accommodations.6. TEM Evaluations:a. Deep Dive of each indicator: Teacher and student actionsb. Navigating PLZ7. Interventions:a. RTI2 Intervention: Navigating Ed-plan for intervention logging of Tier II and III students.b. Effective use of Illuminate/ Fast Bridge: Utilizing data reports to set student goals and provide individualized instructionPD for Special Education Teachers:SPED teachers will attend monthly professional development meetings facilitated by the Exceptional Children Department.SPED teachers will attend professional development facilitated via academic vertical teams and during PLC meetings.School wide inclusion PD session</p>				
	<p>Professional Learning Communities and ELA Vertical Team Planning Professional Learning Community meetings are conducted twice a week with the first day focused on instructional strategies and teacher effectiveness. Content Vertical Teams will focus on vertical alignment of the Tennessee Reading Standards, Collaborative Planning, content strategies, student data, and analyzing student work. PLCs are facilitated by the PLC Coach and Instructional Facilitator weekly.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
<p>Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		

<p>the needs of each learner. Belle Forest will utilize data from the districts universal screener (Illuminate Fastbridge) along with common assessments and formal/informal observations to identify students needing additional Reading intervention. All Students will receive daily school-wide Response to Intervention(RTI2) support for Tier 1 to Tier 3 instruction in Reading.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>					
	<p>1.3.1) Additional resources for struggling students Students will be provided with additional high quality instruction to help close skill deficit gaps identified on the districts Illuminate/ Fat Bridge universal Screener. In addition, teachers will utilize Measuring Up to the Common Core Standards as a additional resource to help students master Reading standards. Teachers will provide intervention during the designated time indicated on the daily schedule. Fidelity checks will be completed by administration, teacher leaders, and PLC Coaches.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
	<p>Extended Learning Tutoring Students in grades 3 - 5 will attend tutoring in Reading and Language Arts after school twice a week and during the summer. Parents will also be provided with literacy based professional development sessions throughout the year in an effort to increase parental involvement and promote student achievement</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

	<p>Standards Aligned Curriculum</p> <p>Belle Forest will utilize Reading Horizon and Measuring UP to provide all students exposure to complex and authentic text. Teachers will supplement the Tennessee standards through consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>03/20/2020</p>		
<p>Recruit, retain and hire highly effective educators</p> <p>Provide effective teachers in Reading Language Arts classes for student in all schools Belle Forest is committed to ensure the school is staffed with certified and highly qualified teachers in each grade and content area. In effort to ensure teacher effectiveness the methods are put in place:(1) Ensure Content Focused PD(2) Ensure Differentiated PD(3) Ensure Implementation of a Rigorous Evaluation System(4) Provide support through informal evaluations and feedback(5) Review Teacher Performance Annually</p> <p>Benchmark Indicator</p> <p>Instructional Leadership Team will identify areas of deficiency in Literacy based on data from Walk throughs, lesson plans, informal observations using Instructional Practice Guides (IPGS), and formal TEM observations. In addition, the ILT will develop plans for these areas, which include modeling of strategies, real-time coaching, vertical team planning, and co-planning.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction</p> <p>Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		
	<p>Coaching and Effective Feedback</p> <p>Instructional Leadership Team will identify areas of</p>	<p>Dr. Heaston, Cynthia</p>	<p>05/22/2020</p>		

	<p>deficiency in Literacy based on data and observations. From this information, the ILT will develop plans for these areas, which include modeling of strategies, real-time coaching, vertical team planning, and co-planning.</p>	<p>Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>			
	<p>New Teacher Support New Teachers at Belle Forest Community School will be supported through the New Teacher Network that will continue to meet monthly. This network will allow them the opportunity to network and collaborate with other new teachers in the building who meet who may have some of the same glow and grow characteristics such as them. Additionally, all new teachers will have a New Teacher Mentor in the building who will work with the one on one to ensure they are acclimated to school policy, logistics, and organization. Finally, all new teachers will receive content support from a Content Leader who will be a member of the ILT. Furthermore, Grade Level Leaders will be assigned to support all teachers on their grade level teams who are in responsible for grade level readiness and patterns that should occur to increase grade level and classroom culture.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
	<p>Foster Leadership Opportunitites In effort to retain high performing teachers Belle Forest Community School will implement the following practices:Provide leadership and growth opportunities for teachers: Provide teachers with meaningful opportunities for leadership that are paid, challenging and enriching, such as curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership. 2. Cultivate collaboration in schools: Give teachers time to collaborate, reflect and develop plans to improve on daily. 3. Create humanity in schools for students and teachers: Seek teacher feedback when creating schedules, considering that teachers need to take</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

	<p>care of themselves, especially during standardized testing and special events. Frustrations with simple and needed tasks can lead to burnout and health problems.4. Solicit teacher feedback and use it in decision making: Allow them to have voice in school governance, and report back to staff about issues, concerns and upcoming topics for meetings.5. Plan for a better work/life balance: Developing a team of teachers, administrators and other school staff to improve the climate and community of the school by planning activities that support wellness.6. Provide financial incentives as possible and applicable: Through stipends and bonuses if available.Incentives: Incentives to retain highly effective teachers will include: recognition, early out passes, gift cards, and verbal praise when applicable. Growth Opportunities: Provide opportunities to lead by serving on ILT, Grade Level Leaders, Coaching and Developing Others. Other opportunities for leadership includes presenting locally and district-wide.</p>				
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Mathematics

By spring 2020, we will improve K-12 mathematics. We believe improvement in this area can continue based on work done in the prior yer including the implementation of new math curriculum material , the execution of rigorous professional development to support math.School Level: School-Level: During the 2019-2020 school year, Belle Forest Community School will provide effective instructional strategies, resulting in meeting a minimal TVASS score of level three in Mathematics for the 2019-2020 school year. Looking ahead, BFCS is committed to ensuring a stretch goal in Mathematics of 26.4% on the Tn Ready End of Course assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.School Level: School-Level: During the 2019-2020 school year, Belle Forest Community School will increase teacher effectiveness in-effort to implement rigorous curriculum provided by Shelby County Schools. In addition, all educators will expose</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		

<p>students to aligned quality core instruction in-order to meet the expected level rigor held within the Tennessee Department of Education's academic standards. BFCS will expose students to task that are individualized based on their academic level to ensure academic excellence and success. Students will be exposed to complex text and Engage NY Modules which focus on conceptual understanding, procedural skill, fluency, and application with equal intensity.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>					
	<p>Improving student achievement During the 2019-2020 school year, Belle Forest teachers will plan and deliver engaging learning experiences that strategically build fluency and problem solving skills. District Mathematics staff, the PLC Coach, and the school's Mathematics Coach will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Parents will also be trained in the Fall, Winter, and Spring on research-based strategies that they can use at home to help their children with improve their fluency and problems solving skills.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
	<p>Standards Supplemental Curriculum Belle Forest will utilize Ready Math to provide all students. Teachers will supplement the Tennessee standards to create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

	reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.				
<p>Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. School-Level: Teachers will be provided with professional development on research-based instructional strategies in areas such as the three shifts in Rigor for Mathematics, Tennessee Academic Mathematics standards, Eureka Math curriculum, and differentiated instruction. Tier one instruction will include research-based strategies which will improve student proficiency in Mathematics by Spring 2020.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		
	<p>Mathematics Professional Development During the 2019-2020 school year, Leadership Team will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Leadership Team will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. Collaborate with instructional leaders to</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		

	<p>understanding the mathematical shifts found in the TN State Standards.PD for Special Education Teachers:SPED teachers will attend monthly professional development meetings facilitated by the Exceptional Children Department.SPED teachers will attend professional development facilitated via academic vertical teams and during PLC meetings.School wide inclusion PD session</p>				
<p>Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.School-Level: Belle Forest will improve student achievement in Mathematics by conducting face-to-face and computer-based academic interventions within each school-day through the use of Interventionists, support staff, and class-room based instruction in our students area of greatest deficit.</p> <p>Benchmark Indicator Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		
	<p>Additional Resources for Struggling Students Students will be provided with additional high quality instruction to help close skill deficit gaps identified on the districts Illuminate/ Fat Bridge universal Screener. In addition, teachers will utilize Measuring Up to the Common Core Standards as a additional resource to help students master Mathematics standards. Teachers will provide intervention during the designated time indicated</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

	on the daily schedule. Fidelity checks will be completed by administration, teacher leaders, and PLC Coaches.				
	<p>Extended Learning Tutoring Students in grades 3 - 5 will attend tutoring in Mathematics after school twice a week and during the summer. Parents will also be provided with literacy based professional development sessions throughout the year in an effort to increase parental involvement and promote student achievement.</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		
<p>Recruit, retain and hire highly effective educators Provide effective teachers in Mathematics classes for student in all schools</p> <p>Benchmark Indicator Instructional Leadership Team will identify areas of deficiency in Mathematics based on data from Walk throughs, lesson plans, informal observations using Instructional Practice Guides (IPGS), and formal TEM observations. In addition, the ILT will develop plans for these areas, which include modeling of strategies, real-time coaching, vertical team planning, and co-planning.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		
	<p>Coaching and Effective Feedback Instructional Leadership Team will identify areas of deficiency in Mathematics based on data and observations. From this information, the ILT will develop plans for these areas, which include modeling of strategies, real-time coaching, vertical team planning, and co-planning.</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		
	<p>New Teacher Support New Teachers at Belle Forest Community School will be supported through the New Teacher Network that will continue to meet monthly. This network will allow them the opportunity to network and collaborate with other new teachers in the building who meet who may have some of the</p>	Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo	05/22/2020		

	<p>same glow and grow characteristics such as them. Additionally, all new teachers will have a New Teacher Mentor in the building who will work with the one on one to ensure they are acclimated to school policy, logistics, and organization. Finally, all new teachers will receive content support from a Content Leader who will be a member of the ILT. Furthermore, Grade Level Leaders will be assigned to support all teachers on their grade level teams who are in responsible for grade level readiness and patterns that should occur to increase grade level and classroom culture.</p>				
	<p>Foster Leadership Opportunities In effort to retain high performing teachers Belle Forest Community School will implement the following practices: Provide leadership and growth opportunities for teachers: Provide teachers with meaningful opportunities for leadership that are paid, challenging and enriching, such as curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership. 2. Cultivate collaboration in schools: Give teachers time to collaborate, reflect and develop plans to improve on daily. 3. Create humanity in schools for students and teachers: Seek teacher feedback when creating schedules, considering that teachers need to take care of themselves, especially during standardized testing and special events. Frustrations with simple and needed tasks can lead to burnout and health problems.4. Solicit teacher feedback and use it in decision making: Allow them to have voice in school governance, and report back to staff about issues, concerns and upcoming topics for meetings.5. Plan for a better work/life balance: Developing a team of teachers, administrators and other school staff to improve the climate and community of the school by planning activities that support wellness.6. Provide financial</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

	<p>incentives as possible and applicable: Through stipends and bonuses if available. Incentives: Incentives to retain highly effective teachers will include: recognition, early out passes, gift cards, and verbal praise when applicable. Growth Opportunities: Provide opportunities to lead by serving on ILT, Grade Level Leaders, Coaching and Developing Others. Other opportunities for leadership includes presenting locally and district-wide.</p>				
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Safe and Healthy Students

Students will have equal access to a safe learning environment. Based on gains made by the District in the area of discipline and attendance that continued focus on attendance will continue to move us towards our goal. School-Level: Belle Forest will work to maintain average daily attendance of 95% and decrease chronic absenteeism by 2%. Additionally, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn. Belle Forest will reduce the suspension rate for all subgroups by 10% and the overall expulsion rate by 10 percent

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. School-Level: Teachers will utilize daily conduct grades communicated to parents and weekly positive phone calls. Students from each grade level will do morning announcements. Bulletin boards will display positive behavior data and academic accomplishments, E Parties, and class Perfect Attendance Plan. Belle Forest parents and families will participate in Lunch and Learn workshops monthly. Various topics will be discuss during this time and strategies will be developed.</p> <p>Benchmark Indicator Belle Forest will continue classroom guidance lessons three times per month in counseling focus areas: two grade levels per week. Our ELA, Math,</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		

<p>Science Admin. Leads will continue to monitor our literacy utilizing Illuminate Common Assessments and interventions in all grades for Reading and Math.</p>					
	<p>PBIS2-B Implementation Belle Forest RTI2 -Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for RTI2 -B at our school is to implement TRI2-B as a multi-tiered, problem solving approach to preventing and reducing problem behaviors while promoting appropriate behaviors, academic engagement, positive school and classroom climates, and positive relationships between students and school staff. We will support our teachers and staff to implement effective positive behavioral interventions and supports at Tier 1 (prevention for all students), Tier II (for all students identified to be at risk for behavioral difficulties), and Tier III (for students at the highest risk for behavioral difficulties and need more intensive interventions and supports).</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
<p>Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.Promote effective parent, family, and community engagement activities that support the overall academic success of students.</p> <p>Benchmark Indicator Parent Teacher conferences, Parent surveys Student performance on Illuminate/Fast Bridge data, SCS District Common Assessments, School Level Common Assessment Data, Lesson Plans, Formal and informal observations, walkthroughs, PLC team fidelity checks, student work, progress reports, report cards.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		

	<p>Annual Title I Meeting/Family Literacy Night/Family Math and Science Night</p> <p>Provide regular opportunities for families to have input regarding the planning, review, and improvement of the school parental involvement policy and joint development of the school-wide program plan: site-based council meetings, parent meetings, email, grade level newsletters, website, monthly Lunch and Learn workshops, parent surveys at meetings and in the Parent Resource Room in the library.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
	<p>Parent Power Sessions</p> <p>A needs assessment survey is distributed to parents in order to ensure the activities we plan and implement are effective. Activities are planned with the parent's schedule in mind. We offer multiple opportunities to attend an activity by providing parents with both morning, AM and PM events. We have a bilingual mentor available for Spanish speaking parents. We believe that the following are ways that we could bridge the gap as it relates to student achievement within our school.</p> <ul style="list-style-type: none"> -Frequently assessing shared ownership by seeking feedback and input from members of the school community -Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. -Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students. -Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff support needs. -Connect students and families to service-learning projects in the community. -Invite community partners to share resources at annual open houses or parent-teacher conferences. 	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo, and Jatori Little</p>	<p>05/22/2020</p>		

<p>Attendance Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports. School-Level: Teachers will utilize daily conduct grades communicated to parents and weekly positive phone calls. Students from each grade level will do morning announcements. Bulletin boards will display positive behavior data and academic accomplishments, E Parties, and class Perfect Attendance Plan. Belle Forest parents and families will participate in Lunch and Learn workshops monthly. Various topics will be discuss during this time and strategies will be developed.</p> <p>Benchmark Indicator Belle Forest will continue classroom guidance lessons three times per month in counseling focus areas: two grade levels per week. Our ELA, Math, Science Admin. Leads will continue to monitor our literacy utilizing Illuminate Common Assessments and interventions in all grades for Reading and Math.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		
	<p>Attendance Incentives and Reinforcement Teachers will utilize daily conduct grades communicated to parents and weekly positive phone calls. Students from each grade level will do morning announcements. Bulletin boards will display positive behavior data and academic accomplishments, E Parties, and class Perfect Attendance Plan. Belle Forest parents and families will participate in Lunch and Learn workshops monthly. Various topics will be discuss during this time and strategies will be developed.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		

Early Literacy
By spring 2020, we will improve K-12 literacy, with a particular emphasis on early grades literacy. While we will support literacy improvements across all grade bands, we will focus the majority of our change initiatives on K-2 literacy this year. We believe ensuring a strong foundation in literacy will set our students up for future success. School

Level: By the Spring of 2020, Belle Forest will improve K-2 literacy by implementing Shelby County School's 3rd Grade Commitment policy. The 3rd Grade Commitment is a collaborative effort between schools, parents and community that ensures we all work together to best help SCS students reach reading readiness by the time they reach the 3rd grade.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Early Learning Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator Kindergarten Criteria for Success: Report Card- Master 80% of Skills from Quarter 1: 11 Skills Master 80% of Skills from Quarter 1; Quarter 2: 25 Skills Master 80% of Skills from Quarter 1 through Quarter 3: 36 Skills Master 80% of Skills from Quarter 1 through Quarter 4: 48 Skills Universal Screener Assessment - Illuminate Fastbridge - Illuminate/FastBridge Norms – 50% - Fall: 34 Winter: 52 Spring: 66 First Grade Criteria for Success: 7 Success Criteria possible, students must meet 5 out of 7 Report card grade-70 or higher Universal Screener Assessment - Illuminate Fastbridge - Illuminate/FastBridge Norms – 50% - Fall: 37- Winter: 58 - Spring: 72 Second Grade Criteria for Success: 12 Success Criteria possible, students must meet 8 of 12 Report card grade - 70 or higher Formative Assessment-Mastery Connect - On-track or mastery Universal Screener Assessment- Illuminate Fastbridge - Fall: Lexile 350 - Winter: Lexile 420 - Spring: Lexile 485 Summative Assessment - Tn Ready - On-track or mastery</p>	<p>Literacy Activities and Workstations Early learners will engage in relevant teacher- led early literacy activities and work stations that suit their particular learning goals, specific situations, and individual needs. Teachers will utilize workstations to: • differentiate instruction • address the interests of students • keep the learning child-centered • create socially-based learning • teach children within their zones of proximal development. • provide opportunities for students to engage in purposeful practice • foster speaking and listening standards • support application of knowledge.</p>	<p>Dr. Heaston, Cynthia Morgan, Lawanda Shaw, Dorcea Brown, Ametria Bobo</p>	<p>05/22/2020</p>		
	<p>Secure supplies, materials, equipment, and support for academic instruction</p>	<p>Cynthia Morgan</p>	<p>05/22/2020</p>		

	Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.				
<p>Effective Transitions into Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.School Level: Pre-K teachers will develop a Kindergarten Transition Plan, which involves supervised acclimated visits to Kindergarten classes. Documentation is submitted to the Pre - K Office. Parent meetings are held monthly to discuss academics, special events, and other information that caters to parents's needs. The Headstart Family Service Workers and the school's Community Liaison attend and assist as needed.</p> <p>Benchmark Indicator Assessments include I-station, Brigance, PPVTs, progress reports/report cards, each of which test the skills being taught based on the Pre-k standards (foundational skills to academics - vocabulary, letter knowledge, primary math skills etc.)</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		
<p>Professional Development Provide support to K-2 all teachers through job-embedded professional development activities.All K-2 teachers will receive on-going training and resources regarding implementation of the policy, training and tracking student progress and the required parent communications necessary for success.</p> <p>Benchmark Indicator Students who met 8 out of the 12 Criteria for Success at the end of their second grade school year.Kindergarten Criteria for Success:Report Card- Master 80% of Skills from Quarter 1: 11</p>	<p>Secure supplies, materials, equipment, and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Cynthia Morgan	05/22/2020		

<p>Skills Master 80% of Skills from Quarter 1; Quarter 2: 25 Skills Master 80% of Skills from Quarter 1 through Quarter 3: 36 Skills Master 80% of Skills from Quarter 1 through Quarter 4: 48</p> <p>Skills Universal Screener Assessment - Illuminate Fastbridge - Illuminate/FastBridge Norms – 50% Fall: 34 Winter: 52 Spring: 66 First Grade Criteria for Success: 7 Success Criteria possible, students must meet 5 out of 7 Report card grade-70 or higher Universal Screener Assessment - Illuminate Fastbridge - Illuminate/FastBridge Norms – 50%- Fall: 37- Winter: 58 - Spring: 72 Second Grade Criteria for Success: 12 Success Criteria possible, students must meet 8 of 12 Report card grade - 70 or higher Formative Assessment-Mastery Connect - On-track or mastery Universal Screener Assessment- Illuminate Fastbridge - Fall: Lexile 350 - Winter: Lexile 420 - Spring: Lexile 485 Summative Assessment - Tn Ready - On-track or mastery</p>					
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