



Unified School District 232



Belmont Elementary School Goals and Strategic Plan 2020-2021

Mission

Belonging to a community of individual learners who believe that we can make a positive difference at Belmont and beyond.

Goal 1: Students will be confident and ready to learn.

Action Plan:

Objective: Using multiple strategies and resources, staff will understand and implement the SECD model in all school settings.

Strategy #1 Teach, model and practice character development (core principles & responsible decision making for effective problem-solving) in a variety of school settings.					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
4, 5, 6	2, 3, 4, 6	Students will participate in quarterly Character Packs for the purpose of core character development. (During COVID-19 restrictions, students will participate in classroom cohort groups rather than vertical multi-age packs.)	Quarterly	Hargrove Full Team	
3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8	Students will know, understand and exhibit school-wide expectations as initially taught during beginning of the year direct instruction, then modeled, practiced and celebrated throughout the year.	September 8- May 2021	Hargrove Specials Team K-5 Team	
3, 4, 6, 7	1, 2, 4, 5, 6, 8	Students and Staff will use the Second Step Problem-Solving Steps and PAWS Strategies for problem-solving.	2020-2021	K-5 Team	

Strategy #2 Teach, model and practice personal development (self-awareness & self-management) in a variety of school settings					
Rose Standard	Foundational	Action Steps	Timeline	Staff	Progress

	Structure				
4, 6, 7	1, 2, 3, 4, 5, 6	Staff will review and reinforce the Zones of Regulation in all school settings	September 2020-May 2021	K-5 Team	
4, 7	1, 2, 3, 6	Staff will further develop and manage a sensory movement lab to support self-awareness and self-management of bodily needs in children throughout the day. (After COVID-19 restrictions are lifted-until then, we have instituted daily track breaks for students and staff.)	2020-2021	Koester K-5 Team	
4, 6, 7	1, 2, 3, 4, 5, 6, 8	Staff will implement the Second Step Program in all K-5 classrooms.	Weekly 2020-2021	K-5 Team	

Strategy #3 Teach, model and practice social development (social awareness & interpersonal skills) in a variety of school settings.					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
4, 6, 7	1, 2, 4	Staff will provide weekly Second Step lessons in all K-5 classrooms.	Weekly	K-5 Teachers	
3, 4, 6, 7	1, 2, 3, 4, 5, 6, 8	Teachers will implement building PBIS system for individual celebration of positive behaviors (Personal Paws)	Daily	K-5 Team	
3, 4, 6, 7	1, 2, 3, 4, 5, 6, 8	Students will participate in implementation of building PBIS system for social awareness of positive peer behaviors (Peer Paws)	Weekly	K-5 Team K-5 Students	
3, 4, 6, 7	1, 2, 3, 4, 5, 6, 8	Classrooms will participate in building PBIS system for group recognition of positive social skills and effort to include class dialogue (goal setting) and celebration. (Pack Paws)	Weekly	K-5 Team	
4, 6, 7	1, 2, 3, 4, 5, 6, 8	Students and Teachers will use SAEBRS to identify social awareness and interpersonal skills.	3 X/Year	K-5 students and teachers	
4, 6, 7	1, 2, 3, 4, 5, 6, 8	Students and Staff will explore and celebrate diversity and anti-racism within our school, community and world by exploring current and historical systems.	2020-2021	K-5 Team	

Goal 2: Data driven instruction will drive student success.

Action Plan:

Objective: 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Strategy #1 Teachers will participate in intentional data analysis weekly, quarterly, and each semester.

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 4, 6, 7	1, 2, 3, 4	Grade level data dialogue during most weekly PLC Meetings (will begin utilizing BrightBytes, November 2020)	Weekly	Herman K-5 PLC Teams	
1, 4, 6, 7	1, 2, 3, 4	School-Wide data dialogue during monthly Focus Team Meetings	Monthly	Hargrove Focus Team	
1, 4, 6, 7	1, 2, 3, 4	School-Wide data dialogue once per semester, Full Team	January & May, 2021	Hargrove Full Team	
1, 4, 6, 7	1, 2, 3, 4, 6, 8	Differentiated Professional Development to meet instructional and/or social emotional needs identified by data analysis	2020-2021	Hargrove K-5 Team	
1, 4, 6, 7	1, 2, 3, 4, 6, 8	Students will participate in appropriate goal setting both individually and with their classmates.	2020-2021	K-5 Team	

Strategy #2 ELA instruction will be intentional and data driven.

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 3, , 5, 6, 7	1, 2, 3, 4, 5, 7	Students will be explicitly taught comprehension strategies to be used across the curriculum.	2020-2021	K-5 Teachers Herman	

1, 2, 3, , 5, 6, 7	1, 2, 3, 4, 5, 7	Students will be exposed to high-frequency vocabulary designed to allow greater understanding of functional and academic vocabulary in reading, speaking and writing.	2020-2021	K-5 Teachers Herman	
1, 6, 7	2, 4, 8	Students will write to solidify their thinking across all content areas.	2020-2021	K-5 Team	
1, 4, 7	1, 2, 4, 6	Students will participate in the 20.20 Vision Family Reading Program to increase practice and exposure to new vocabulary.	Hiatus 2020-2021	K-5 Team	Will resume in 2021-2022
7	1, 8	Teachers will participate in Phonemic Awareness, Phonics & Dyslexia training to better support diagnosis, instruction and growth in reading, support student goal setting, and plan for differentiated instruction.	2020-2021	Herman K-5 Teachers	
4, 7	1, 4, 6, 8	Teachers will use the FASTBridge Assessment Suite to assess growth in ELA, support student goal setting, and plan for differentiation and progress monitoring of skills.	2019-2020	Herman	

Strategy #3 Math instruction will be intentional and data driven.					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
4, 6, 7	1, 4, 8	Students will be taught and encouraged to further develop Principles of Mathematical Thinking and understanding the mathematical relationships of the Numeracy Continuum, Base 10, and Concrete to Representational to Abstract Conceptual Reasoning using MyMath resources as our primary curricular support system.	2020-2021	K-5 Team	Initial Teacher Training, 8/2020
1, 2, 4, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	Students will participate in problem-based learning opportunities with real-world applications of math.	Quarterly	K-5 Team	
2, 4, 6, 7	1, 2, 4, 8	Students will participate in increased mathematical discourse with peers (ex. Number Talks).	Weekly	K-5 Team	
2, 4, 7	1, 2, 3, 4, 8	Teachers will use the Number Worlds resource as applicable to assess growth in math, support student goal setting, and plan for differentiated instruction for students needing tier intervention in essential grade level math concepts.	2020-2021	K-5 Team Math interventionist SPED Team	

4, 7	1, 4, 6, 8	Teachers will use the FASTBridge Assessment Suite resource to assess growth in math, support student goal setting, and plan for differentiation and progress monitoring of skills.	2019-2020	K-5 Team	
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Goal 3: *Students will be actively engaged in well-paced instruction. (MTSS)*

Action Plan:

Objective: Teachers will include increased opportunities for active and intentional engagement within well-paced instruction throughout their daily lessons with an end goal of 90-100% engagement.

Strategy #1 SIOP Student Engagement Strategies (Includes Kagan)					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	Teachers will utilize the building SIOP Guide to Increasing Student Engagement throughout the day by intentionally including structured engagement opportunities in lessons.	Weekly	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8	Classrooms will be structured to allow for efficient collaborative opportunities between peers.	2020-2021	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 4, 6	K-5 team will use a walk-through process to measure engagement in our classrooms while learning from professional peers.	2020-2021 Quarterly through PLC	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	Through use of Service to the Profession time, teachers will be provided opportunities to visit peer classrooms for the purpose of gaining and/or giving instructional feedback.	2020-2021	Hargrove Herman K-5 Team	

Strategy #2 Intentional Instructional Discourse					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress

1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8	Students will be taught and encouraged to utilize appropriate discourse frames and techniques for (including, but not limited to: agreeing, disagreeing, supporting, expanding on or disproving) engaging in peer to peer and/or peer to adult conversations.	2020-2021	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8	Teachers will provide ample opportunities for peer to peer and/or peer to adult discourse to occur within the regular routine of the school day/week.	Weekly	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8	Teachers will teach through questions when possible, having taught students how and why questions are used for learning.	Weekly	K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 8	Teachers will, through questioning, challenge students to 'do the thinking' while supporting through scaffolded structuring.	Weekly	K-5 Team	

Strategy #3 Intentional and Responsible Use of Technology					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 3, 4, 5, 6, 7	1, 2, 5, 8	K-5 students will utilize all appropriate and available district resources to gather information needed and/or desired for learning.	2020-2021	Hrabik K-5 Team	
1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	K-5 students will utilize all appropriate and available district resources to present individual and/or group learning as applicable.	2020-2021	Hrabik K-5 Team	
3, 4, 6	5	K-5 students and staff will know, understand, and respect the district expectations for appropriate use of technology according to board policy.	2020-2021	Hrabik Gurwell	