

Mission

The mission of the parents, teachers, administrators, and staff of Belmont Station is to provide each student a quality education in a stimulating, structured, and supportive environment. We believe students can learn and achieve mastery of grade level skills, regardless of their previous academic performance, family background, socioeconomic status, race, or gender.

Further, we know that both home and school share important responsibilities in a child's development. Consequently, we are committed to open and honest communication between parents and all those who are involved in their children's education. We know this culture of positive and productive interaction best supports our commitment to a climate for success for all of our students.

The school community must continually evolve. As parents and educators, we must be aware of societal and educational changes; we must assess, adapt, and revise our teaching and learning processes to best meet the needs of our children. As we develop and refine our instructional program, we will maintain our focus on the ultimate goal of the educational process which is to provide guidance, structure, and a solid foundation of the skills and knowledge essential for each and every child to become a positive, productive, and contributing member of our democratic society.

Vision

- We hope to eliminate the minority and socio-economic achievement disparity by providing fair and equitable opportunities.
- We hope to have at least 95% of students pass all required SOLs by using specific curriculum, instruction, and assessment strategies that target our deficiencies.
- We hope to provide students with a variety of opportunities to think critically and become 21st Century Learners.
- We hope to create an engaging, safe, enriching and respectful environment where the staff and students thrive.
- We hope to encourage education as a lifelong process.

Process Definition

Belmont Station Elementary's School Improvement Committee is comprised of teachers, specialists, administrators, and parents. The team met before school began to review last year's school improvement plan and analyzed current data to develop goals and objectives. Goals and objectives were created based on student social and academic needs. Action plans and tasks were developed as a guide to accomplish each goal. These action plans and tasks will be monitored throughout the school year by the identified responsible party listed in the plan as the school improvement process is ongoing and dynamic.



Student Achievement



92% of students will pass all SOL tests



Goals



Exceed school board SOL pass rate target (Unadjusted)



Indicators

- % All 3rd grade students passing English SOL (Unadjusted)
- % All 3rd grade students passing Math SOL (Unadjusted)
- % All 3rd grade students passing Science SOL (Unadjusted)
- % All 3rd grade students passing Social Science SOL (Unadjusted)
- % All 4th grade students passing English SOL (Unadjusted)
- % All 4th grade students passing Math SOL (Unadjusted)
- % All 4th grade students passing Social Science SOL (Unadjusted)
- % All 5th grade students passing English SOL (Unadjusted)
- % All 5th grade students passing Math SOL (Unadjusted)
- % All 5th grade students passing Science SOL (Unadjusted)
- % All 5th grade students passing Writing SOL (Unadjusted)



Action Plans



Improve student achievement



Indicators

- # 2nd grade students w/individualized program of reading instruction
- % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
- % 1st grade students at/above PALS Spring Benchmark
- % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)










Action Plans

Plan Overview - Summary








 Design and implement a reading program to address the needs of underperforming first and second graders, and ELL students.


 **Tasks**

-  analyze student work and teacher instruction during team meetings
-  Identify the students who have underperformed or are currently underperforming
-  identify elements of reading program
-  identify strategies of the elements
-  Implement individualized reading program
-  meet quarterly to review student assessment data and DRA and PALs assessments





 Design quality assessments.


 **Tasks**

-  Administration collects and reviews lesson plans for evidence of quality assessments
-  Attend facilitator training for Refining Assessment Practices (RAP)
-  Conduct monthly team meetings where quality assessments are developed along side of lesson planning
-  Conduct session I for all staff except Kindergarten focusing on science and social studies content.
-  Conduct session I training for kindergarten staff
-  Conduct session II for all staff except Kindergarten
-  Conduct session II training for kindergarten staff teachers






 Develop Academic Vocabulary Program


 **Tasks**

-  Grade level teams Identify Key Vocabulary in each unit
-  Identified vocabulary included in unit lessons and instruction
-  Identify Team Members
-  Teams share out with grade level teammates





 Implement a common writing program across the grade levels


 **Tasks**

-  Administrators collect and review lesson plans for evidence of trait instruction and assessment
-  All grade-level teachers implement lessons to include 6+1 Trait instruction
-  Conduct staff development for all instructional staff
-  Teacher leaders are identified to plan over the summer in order to conduct staff development on teacher workdays.
-  Teachers will be given the 6+1 Writing Traits Books and Materials to read over the summer.





 Increase opportunities for students to use 21st century critical thinking skills


 **Tasks**

-  Communicate targeted 21st century critical thinking skills
-  Evaluate student work samples and responses
-  Extend lesson plans to include 21st century critical thinking skills
-  Identify 21st century critical thinking skills

 Maintain high levels of student achievement

 **Tasks**

-  SME
-  SOL Blitz
-  Spiral Morning Math Review
-  Use of Study Island Subscription in 3rd and 4th Grade


 Improve student achievement

 **Indicators**
















 **Action Plans**

 All schools will meet AYP (NCLB) requirements


 **Goals**

 Exceed federal required SOL pass rates (AYP)







 **Indicators**


-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

 **Action Plans**





 Design and implement a reading program to address the needs of underperforming first and second graders, and ELL students.

 **Tasks**

-  analyze student work and teacher instruction during team meetings
-  Identify the students who have underperformed or are currently underperforming
-  identify elements of reading program
-  identify strategies of the elements
-  Implement individualized reading program
-  meet quarterly to review student assessment data and DRA and PALs assessments


 Maintain high levels of student achievement

 **Tasks**



-  SME
-  SOL Blitz
-  Spiral Morning Math Review
-  Use of Study Island Subscription in 3rd and 4th Grade

 Reduce disparity in student achievement by closing achievement gaps (CAG)


 **Goals**

 Improve reading comprehension










 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark

 **Action Plans**

 Increase participation in AP, Honors and GT Programs


 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Honors exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Honors exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Honors exceeded the previous year







 **Action Plans**

 Exceed NCLB and VDOE requirements


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)





 **Indicators**


-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)

 **Action Plans**


 Maintain high levels of student achievement

 **Tasks**


-  SME
-  SOL Blitz
-  Spiral Morning Math Review
-  Use of Study Island Subscription in 3rd and 4th Grade

 Improve student achievement in reading







 **Indicators**

-  % Average Daily Attendance (ADA) for schools (AYP)


 **Action Plans**

 Increase SOL Advanced Proficiency pass rates(Governor's VIP)





 **Indicators**

-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

 **Action Plans**

 Increase opportunities for students to use 21st century critical thinking skills


 **Tasks**

-  Communicate targeted 21st century critical thinking skills
-  Evaluate student work samples and responses
-  Extend lesson plans to include 21st century critical thinking skills
-  Identify 21st century critical thinking skills










 **Health, Safety, and Wellness**

 **Strengthen safe learning environments**

 **Goals**

 Improve school climate






 **Indicators**

-  Collaborative Working Relationships Percentile
-  Inviting Physical Environment Percentile
-  Rules and Expectations Average
-  Student Relations Average
-  Student Responsibility for Learning Percentile
-  Student-Centered Vision, Mission, and Policies Percentile
-  Students and Parents as Decision Makers Percentile
-  Teacher Relations with Students and Home Average
-  Teacher Responsibility for Learning Percentile





 **Action Plans**

 Implement a character education and bullying awareness program





 **Tasks**

-  Communicate Bullying and Character Ed themes through monthly morning news segments, newsletters, posters, and assemblies.
-  Guidance counselors attend training on the Stop, Walk and Talk Curriculum, and Character Education Program
-  Guidance counselors create a pacing guide for implementation of the Character Ed and Bullying Programs
-  Guidance counselors develop lesson plans, activities, and flipcharts incorporating technology to teach lessons
-  Guidance counselors implement Character Ed and Bullying lessons






Goal Timeframe

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





Action Plan Priority

-  High
-  Medium
-  Low
-  Not Assigned

Task Status

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

Indicator Progress

-  On Target
-  Warning
-  Off Target
-  Not Assigned