School Improvement Overview
Belmont Elementary School

Literacy

**System Goal:** All students will meet 2 or more Evidence of Learning Measures

**School Goal(s):** All students will increase MAP Proficiency for K -5.

**Instructional Goal(s):** Developed based on an internal measure from the EOL framework

**Banded goals should be written for the five focus groups and other groups if appropriate.**

<table>
<thead>
<tr>
<th>Pre-K Goals:</th>
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<tbody>
<tr>
<td>K-2 Goals:</td>
<td>All students, with a focus on Special Education and FARMS students will increase from 54% to 65% in meeting the Sentence Reading Fluency Strand.</td>
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<tr>
<td>3-5 Goals:</td>
<td>All students, with a focus on Special Education, LEP, and FARMS students will increase from 33% to 67% meeting average or greater in the Vocabulary Acquisition and Use Strand.</td>
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<td>6-8 Goals:</td>
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<td>9-10 Goals:</td>
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<td>11-12 Goals:</td>
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**What will the focus of your work be?**

| Professional Learning on the Standards | What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards? Continued training and learning around new Benchmark Advanced Literacy Curriculum, implement small group instruction with focus on foundational skills, as well as vocabulary. |

Office of School Support and Improvement
Montgomery County Public Schools, MD
### Analyzing Data to Inform Instruction

*What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?*

**Review and analyze:**
- MAP Data
- MCAP evidence Statements
- Benchmark Interim Assessment Data
- Daily Formative Assessment Data
- Progress Checks

### Equitable and Culturally Responsive Instructional Strategies

*School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students? Continue learning around implicit bias*

*Classroom: How do these align to the needs of the focus students? Reflect on the daily decisions adults make that interrupt implicit bias, and offer students access and opportunity, as well as support.*

### School Climate and Culture

*School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the wellbeing of students and families?*

- De-escalation strategies as well as building restorative communities and restorative justice

*What are the strengths and areas of focus based on the employee climate survey? All school-based climate data was strong*

*What leadership or strategies will be deployed to build on the strengths and address the areas of focus? Continued focus on climate and feedback, as well as, focusing on school core values of communication, collaboration, kindness, and engagement*

*Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?*

- PBIS
- PBSL’s
- Weekly Community Circles
- Counselor Lessons
### Math

**System Goal:**  
*All students will meet 2 or more Evidence of Learning Measures*

**School Goal(s):** All students will increase MAP Proficiency for K -5.

**Instructional Goal(s):** Developed based on an internal measure from the EOL framework

**Banded goals should be written for the five focus groups and other groups if appropriate.**

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<tr>
<td>K-2 Goals:</td>
<td>All students, with a focus on Special Education, FARMS, African American, and Hispanic students will increase from 38.5% to 51% meeting average or greater in the Numbers and Operations Strand.</td>
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<tr>
<td>3-5 Goals:</td>
<td>All students, with a focus on Special Education, FARMS, African American and Hispanic students will increase from 67% to 100% meeting average or greater in the Numbers and Operations and Operations and Algebraic Thinking Strands.</td>
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<th>Focus Area</th>
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| Professional Learning on the Standards | *What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?*  
How to build number sense through the numbers and operations strand, as well as, the operations and |
| **Exhibit D**  
**Overview for School Website** | **algebraic thinking strands** |
|-----------------------------------|-----------------------------|
| **Analyzing Data to Inform Instruction** | What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?  
Review and analyze:  
- MAP Data  
- MCAP evidence Statements  
- District Assessment Data  
- Daily Formative Assessment Data  
- Progress Checks |
| **Equitable and Culturally Responsive Instructional Strategies** | School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?  
Continue learning around implicit bias  
Classroom: How do these align to the needs of the focus students?  
Reflect on the daily decisions adults make that interrupt implicit bias, and offer students access and opportunity, as well as support. |
| **School Climate and Culture** | School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?  
De-escalation strategies as well as building restorative communities and restorative justice  
What are the strengths and areas of focus based on the employee climate survey?  
All school-based climate data was strong  
What leadership or strategies will be deployed to build on the strengths and address the areas of focus?  
Continued focus on climate and feedback, as well as, focusing on school core values of communication, collaboration, kindness, and engagement  
Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?  
PBISS  
PBSL’s |
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<td>Walking Club</td>
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<td>Common Sense Digital Citizenship Lessons</td>
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