



Detail Report

Mission

High levels of learning for all.

Vision

Bellair is characterized by a collaborative culture in which all stakeholders take collective responsibility for ensuring all students learn at high levels.

Benchmark

Team Members

Name	Title/Relationship
Jackie Dettorre	Principal
Sharla LaBelle	Instructional Coach/Certified
Heather Gustafson	Teacher/Certified
Susan Bloodworth	Teacher/Certified
Autumn Cumbie	Teacher/Certified
Alice Derrah	Teacher/Certified
Jeanette Zambito	Library Clerk/Classified
Bob Stambach	Parent

Goals

Priority Area 1.1.1

Priority	Component	Objective
Excellence in Student Learning	College and Career Ready Program of Study	Deploy a guaranteed and viable curriculum in every classroom.

Goal Description

By May 2017, 80% of students at each grade level, K-6, will demonstrate competency in reading by scoring:
 Kindergarten: Strategic or Core on DIBELS Nonsense Word Fluency-Correct Letter Sound (NWF-CLS)
 1st Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF)
 2nd Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF)
 3rd Grade: Strategic or Core on DIBELS Daze
 4th, 5th & 6th Grades: Proficient or Advanced on the RI (Reading Inventory) assessment

End of Year Summary

Key Measures

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Priority Area 2.2.1		
Priority	Component	Objective
Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Establish and maintain a collaborative learning environment.
Goal Description		
By May 2017, all teachers will participate in the school Professional Learning Community (PLC) as an active member of at least one collaborative team, apply effective team practices, identify essential learnings, and use common assessments as measured by product outcomes.		
End of Year Summary		
Key Measures		
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Priority Area 3.1.1		
Priority	Component	Objective
Excellence in Stakeholder Relationships	Effective Communication	Deploy successful communication strategies to exceed the key needs of all stakeholder groups.
Goal Description		
By May 2017, professional communication between teachers and parents will increase and improve through the use of comparative data sharing. The success of this goal will be measured by implementation check-ins with the administrator during regularly scheduled grade level meetings, and by the use of surveys for parents.		
End of Year Summary		
Key Measures		
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Priority Area 4.3.1		
Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Integrated and Aligned Systems	Ensure that key systems are integrated and aligned across all campuses, departments and levels with fidelity.
Goal Description		
By May 2017, 100% of staff members will engage in activities that systematically address students' academic and/or behavioral challenges by promoting positive behaviors that decrease the number of office referrals for the 16-17 year compared to the 15-16 year totals.		
End of Year Summary		



Key Measures		

Action Plans

Goal 1.1.1	By May 2017, 80% of students at each grade level, K-6, will demonstrate competency in reading by scoring: Kindergarten: Strategic or Core on DIBELS Nonsense Word Fluency-Correct Letter Sound (NWF-CLS) 1st Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF) 2nd Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF) 3rd Grade: Strategic or Core on DIBELS Daze 4th, 5th & 6th Grades: Proficient or Advanced on the RI (Reading Inventory) assessment		
Action Step	Implement Flexible Grouping: Teachers create intervention groups based on common formative assessments that determine the needs of each student. Students are placed in groups to have their needs met. Groups may change or "flex" with each cycle of common formative assessments.		
Responsible Party	Teacher		
Professional Development	Mike Mattos DVD: A Practical Look at Response to Intervention is being used to strengthen understanding of how and when to provide interventions using the PLC model; Campus training on common formative assessments (creating, using, and analyzing)		
Quarterly Summary			
Date Initiated	August 09, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 5:08 PM

Goal 1.1.1			
Action Step	Implement small group instruction: Students are identified by data and teacher referral for additional targeted instruction in small groups. These groups are part of Tiers 1, 2, and 3 depending on the focus and intensity.		
Responsible Party	Teachers		
Professional Development	Training is provided during campus professional development time by instructional coach, specialists, and/or academic facilitators		
Quarterly Summary			
Date Initiated	August 15, 2016	Date Completed	
Status	In-Process	Last Modified	8/30/2016 5:31 PM

Goal 2.2.1	By May 2017, all teachers will participate in the school Professional Learning Community (PLC) as an active member of at least one collaborative team, apply effective team practices, identify essential learnings, and use common assessments as measured by product outcomes.		
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Action Step	Use data for decision making: Collect individual student data using a systematic process. Universal screeners will be used in grades K-6 to determine students' progress toward benchmark goals. Progress monitoring will be done for students who fall below the benchmarks. Teachers will receive professional development and job embedded time to analyze data and make instructional decisions based on their findings. The two meeting formats are: 1. Weekly PLC - grade level collaborative meetings, and 2. Monthly STAR (Shooting Toward Amazing Results) data meetings. Weekly PLC meetings focus on the essential skills - skill by skill, kid by kid. Monthly STAR meetings assemble a panel of specialists, special education team members, and general education teachers to look at the "big data" for classrooms general and specific academic and behavior needs of struggling students.		
Responsible Party	Principal, STAR team members, PLC Collaborative team members		
Professional Development	Continued work during monthly professional development time		
Quarterly Summary			
Date Initiated	August 15, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 5:22 PM

Goal 2.2.1			
Action Step	Use the PLC model for continuous improvement: Teachers meet weekly to discuss the essential learnings for their students, instructional strategies, and the data that shows student progress. The weekly meetings provide opportunities for improving instruction and student learning.		
Responsible Party	Leadership Team; Collaborative Teams		
Professional Development	The Power of Professional Learning Communities at Work (DVD series) - DuFour, DuFour, & Eaker		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	8/30/2016 5:49 PM

Goal 3.1.1	By May 2017, professional communication between teachers and parents will increase and improve through the use of comparative data sharing. The success of this goal will be measured by implementation check-ins with the administrator during regularly scheduled grade level meetings, and by the use of surveys for parents.		
Action Step	Engage families in learning opportunities: Families are engaged through curriculum nights, and parent-teacher conferences that include comparative data sharing. Teachers will meet with parents of struggling students to guide parents in effective intervention strategies. Parent engagement plans for students who have been identified as needing additional support will include interventions for parents to implement at home. PTA functions and family nights are opportunities for students and their families to engage in learning activities.		
Responsible Party	Leadership Team; staff		
Professional Development	Campus level professional development		
Quarterly Summary			



Date Initiated	August 08, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 5:32 PM

Goal 3.1.1			
Action Step	Communication to Stakeholders: The school team will communicate the deployment of curriculum and programs through the use of informational fliers, marquee messages, HOA monthly newsletter articles, and call-out messages. Parents will be given a survey at the end of the first quarter (during October conferences) to determine how well the school is meeting their needs and what else they would find helpful.		
Responsible Party	Parent Engagement Team		
Professional Development	General information and explanations will be provided at staff meetings and PLC collaborative team meetings		
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 5:23 PM

Goal 4.3.1	By May 2017, 100% of staff members will engage in activities that systematically address students' academic and/or behavioral challenges by promoting positive behaviors that decrease the number of office referrals for the 16-17 year compared to the 15-16 year totals.		
Action Step	Campus PBIS team develops, presents, and refines processes and procedures for campus-wide positive behavior supports and discipline procedures. The team consists of representation from all grade levels, special areas, and specialists. The team meets monthly to review campus discipline data. They discuss and plan activities that promote a positive culture at Bellair.		
Responsible Party	PBIS Team		
Professional Development	District PBIS trainings; workshops; campus trainings		
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 5:41 PM

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Feedback



Goal	1.1.1 By May 2017, 80% of students at each grade level, K-6, will demonstrate competency in reading by scoring: Kindergarten: Strategic or Core on DIBELS Nonsense Word Fluency-Correct Letter Sound (NWF-CLS) 1st Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF) 2nd Grade: Strategic or Core on DIBELS Oral Reading Fluency (DORF) 3rd Grade: Strategic or Core on DIBELS Daze 4th, 5th & 6th Grades: Proficient or Advanced on the RI (Reading Inventory) assessment
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Feedback	9/2/2016 3:22 PM
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Strength: The action steps supporting 1.1.1 include small group instruction that supports differentiation, and flexible grouping strategies to target students' needs, utilizing Mike Mattos resources.
Questions to Ponder: In what ways might the goal be refined to a tiered growth goal to include 100% of all students? Perhaps consider a goal that allows measureable growth for each student (then define what "measureable" looks like), as going from strategic to CORE may not be attainable for some students. What are may be some unintended consequences of equating "strategic" performance in K-3 with competency in reading? A consideration to keep in mind is that DIBELS/SRI/DRA etc. are designed to measure in-process growth not to measure outcomes.

Goal	2.2.1 By May 2017, all teachers will participate in the school Professional Learning Community (PLC) as an active member of at least one collaborative team, apply effective team practices, identify essential learnings, and use common assessments as measured by product outcomes.
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Feedback	9/2/2016 3:22 PM
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Strength: The robust action step includes an in depth description of a systematic process of collecting student data and focusing on identified essential learnings by the PLC teams.
Questions to Ponder: What might be some quantitative and/or qualitative key measures that could be identified to support progress towards the goal? What are some ways that the goal could be adjusted to directly align with 1.1.1? Consider a method through which key learnings can be shared campus-wide. Perhaps utilizing a tool such as a google doc could support the processes of sharing/learning from and with each other.

Goal	3.1.1 By May 2017, professional communication between teachers and parents will increase and improve through the use of comparative data sharing. The success of this goal will be measured by implementation check-ins with the administrator during regularly scheduled grade level meetings, and by the use of surveys for parents.
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Feedback	9/2/2016 3:22 PM
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Strength: The action step focuses on communication and learning opportunities available for parents. Parent engagement plans are being implemented to support struggling students which supports goal area 1.1.1.
Questions to Ponder: What might be some key measures and in-process measures that will assist in monitoring growth towards this goal? How might utilizing data from parent surveys from previous years drive the creation of a SMART goal and future action steps?

Goal	4.3.1 By May 2017, 100% of staff members will engage in activities that systematically address students' academic and/or behavioral challenges by promoting positive behaviors that decrease the number of office referrals for the 16-17 year compared to the 15-16 year totals.
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Feedback	9/2/2016 3:22 PM
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Strength: The goal focuses on the whole child and is grounded in promoting positive behaviors (prevention).
Questions to Ponder: What might be some advantages to the team identifying a specific decrease (i.e. 10%, 15%, etc.) of office referrals based on last year's data? What are some in-process measures that will assist the team in monitoring progress to goal attainment? How might this data drive future action steps?