



School Improvement Plan

Bellevue Elementary School

Bellevue Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	NA	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The district improvement team (District Network) and school improvement team (Building Network) utilized a collaborative learning cycle (CLC) to determine needs.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Bellevue Elementary employs the use of data from state, district wide, and individual teacher assessments to identify students who are failing or are at risk of failing to meet state standards.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

M-Step, MLPP, running records and common assessments are used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

GSRP identification (kindergarten only), MLPP, F&P running records

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Bellevue Elementary School employs para professionals, RTI interventions and offers summer school to ensure tier 2 compliance.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

These services are written into our activities section of our School Improvement Plan. We include a title parent and para professionals in our School Improvement Team. They help with development of our plan with title student interest in mind.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

We use whole group lessons, small group mini-lessons, and individual instruction given by classroom teachers. We also use title para professionals to provided tier 2 instruction.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Summer School, Café, and Writer's Workshop are used regularly to increase quality as well as quantity of time provided for title students. Para professionals and teachers use math recovery components to insure student growth and achievement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our teachers collect and analyze their literacy and math data throughout the school year. We use this data to identify title students. These students at the end of the school year are invited and encouraged to attend our summer school program.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students work in rotations as noted in teacher lesson plans, focusing on specific skills they need support in. These groupings are fluid and focus on strategies rather than high, medium, and low academic standings.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Teachers meet regularly with para professionals and coaches to modify lessons and relay goals and intervention productivity.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Kindergarten teachers meet with preschool teachers and visit the preschool classrooms to establish similar teaching best practices. Our preschool students attend many school-wide functions with our K-5 grade students. Preschool staff contribute to our parent nights. Because the preschool is housed in the same building as kindergarten, preschool students are able to visit classrooms prior to their kindergarten experience. The kindergarten teachers offer a summer "Jump Into Kindergarten" program to allow incoming kindergartners the opportunity to participate in a kindergarten readiness program prior to the beginning of the school year.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

PBIS, data collection, and RTI have been our focus for in house professional development. Each grade level is attending professional development in data collection and analysis through illuminate. PBIS and RTI strategies are implemented throughout the school.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We provide literacy and math nights as a way to educate parents in techniques we use to teach their students during the school year. Parent meetings are also held during summer school, providing parents resources and discussion on reading techniques they can employ with their students at home. Teachers periodically provide information via their classroom newsletters. Support personnel attend staff professional development and teachers provide strategies as needed to the support personnel to meet the needs of students with whom they provide instruction.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are a part of our School Improvement Team; together with our parent committee they give input into our targeted assistance program plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are a part of our School Improvement Team; together with our parent committee they give input into our targeted assistance program plan implementation.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

We survey all parents involved in our targeted assistance program for their opinions of the programs and ideas they may have for improvement.

5. Describe how the parent involvement activities are evaluated.

Parent input is gathered through parent surveys.

6. Describe how the school-parent compact is developed.

Parents, administration, and teachers develop this compact together.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Online	

8. How does the school provide individual student academic assessment results in a language parents can understand?

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Written communication and face to face communication is provided.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The compact will be handed out to students to take home for parents to read through and return to the teacher at parent teacher conferences.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Time is set aside for parents to ask questions at conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Funding is determined based on the comprehensive needs assessment.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funding usage is determined by a CNA and CLC process in accordance with state and federal guidelines.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Students are monitored daily and progress is recorded in teacher pensives that are shared with para professionals as well. Assessments are ongoing and entrance and exit into the title programs is fluid, based on consistent monitoring of the assessment results. Assessments include Accelerated Reader, STAR, F&P, QRI and teacher records.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Students are assessed monthly to determine need of placement. Placement is determined considering overall grade level as well as specific basic skills necessary to move forward with academic learning goals. School Improvement Teams meet and consult with all parties involved to check for constant appropriateness.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers utilize services and training through our CISD and lead teachers. Practices are put into place and monitored for effectiveness with title students.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Our School Improvement Team checks quarterly to determine proper implementation of targeted assistance programs utilizing input from parents, teachers, and CISD personnel.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Data digs are conducted where the School Improvement team checks all subgroups for gains and gaps in learning. Data from our Data warehousing system, district assessments, and state assessments are used for this purpose.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Teachers analyze students progress through data collected from state wide assessments, MLPP assessments, Fountas and Pinnell Benchmark assessments, District Writing assessment, Math assessments, and Math Recovery screenings.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The School Improvement Team revisits our School Improvement Plan quarterly. This plan determines our use of targeted assistance techniques with Tier 2 students as well as those implemented with Tier 1 students. In addition, teachers meet monthly for grade level data conferences to evaluate student progress and determine effective strategies.

2019-2020 Bellevue Elementary School Improvement Plan

Overview

Plan Name

2019-2020 Bellevue Elementary School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in English Language Arts.	Objectives: 1 Strategies: 3 Activities: 27	Academic	\$213640
2	All students will be proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$133642
3	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$33370
4	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$31371
5	Parent Involvement and Engagement	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$850
6	The district will install and support the vision of Intense Student Support Network to support the non academic needs (social, emotional, nutritional, behavioral) of each student.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$40335

Goal 1: All students will be proficient in English Language Arts.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency and/or increase their student growth by 14% in English Language Arts by 06/30/2020 as measured by state and district mandated assessments.

Strategy 1:

Provide high quality Tier I curriculum and instruction for all students - The Bellevue Community School District has completed visions for high quality, subject specific instruction. We will ensure that the visions for reading and writing have been communicated district wide. Additionally, we will describe and communicate explicit high quality, subject specific instructional practices that are aligned with the district's specific student-learning targets.

Category: English/Language Arts

Research Cited: Implementing Response to Intervention, Susan L Hall; Simplifying Response to Intervention: Four Essential Guiding Principles, Buffman, Mattos, Weber; Best Practices at Tier 1: Daily Differentiation for Effective Instruction (Elementary), Gregory, Kaufeldt, Mattos; Multi Tiered Systems of Supports, Michigan Department of Education

Tier: Tier 1

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leaders will work together to describe and communicate explicit high quality, subject specific instructional visions and instructional practices that are aligned with the district's specific student learning targets. Additionally, the district will produce an Instructional and Curricular Framework that specifies academic targets (the sequence, pace and units of instruction for all subjects and grades K-12.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$20202	Title II Part A	Superintendent, Building Principals, Teacher Leaders, MI Excel SWFT Facilitator

Activity - Research Based Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bellevue Elementary has a partnership with HIL (High Impact Leadership) to enhance literacy instruction K-6. As a part of our collaborative work we will continue our learning of the Essential Literacy Practices so that we can ensure that all practices are offered in every classroom, every day. This will take place during staff meetings and early release days. Additional, HIL supported professional learning and resources will be embedded in classroom instruction (Daily 5/CAFE, Heggerty, Handwriting Without Tears, Lively Letters)	Direct Instruction, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Building Principals, Teacher Leaders

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Activity - Designing Curriculum Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide curricular framework that specifies the academic targets (the sequence, pace, and units of instruction for all subjects and grades)	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		08/13/2019	06/30/2020	\$0	No Funding Required	All Teaching Staff at Bellevue Elementary School (21 teachers, administrators).
Activity - Essential Instructional Practices in Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training for the implementation of essential instructional literacy practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	No Funding Required	PreK-6 Teachers
Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gain assistance in developing literacy strategies in reading from the Calhoun Intermediate School District Literacy Coach throughout the school year. Time frame for assistance will be developed on an individual basis.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Literacy Coach, K-6 Teachers
Activity - Instructional Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Data Specialist will work part time in this role. The primary role and responsibilities of this person are as follows: Set district assessment calendar, ensure assessment data is entered, provide professional learning with all staff on how to access data, pull reports, and how to read and analyze data reports to monitor and adjust instruction for each student.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$31371	Title II Part A, Title I Part A	Superintendent, Instructional Data Specialist
Activity - Data Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilize Collaborative Learning Cycle (Problem Solving Driver-Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments *NWEA, F&P, MLPP *Monthly data conversations (Early Re *Professional Learning Communities (PLCs)- grade level, subject-based	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	No Funding Required	All staff at Bellevue Elementary School (teachers, administrators)
Activity - Summer Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post School Year Professional Development (June 2020)	Professional Learning	Tier 1	Getting Ready	08/13/2019	06/30/2020	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning in research-based instructional practices (Daily 5/CAFE, Heggerty Phonemic Awareness, Learning without Tears, Lively Letters, Instructional Infrastructure, Intense Student Support Network)	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Building, Principal, Teachers
Activity - Handwriting without Tears PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 staff will receive training in how to implement the Handwriting without Tears resource to gain the skills and knowledge to effectively teach and re-mediate handwriting.	Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/13/2019	12/31/2019	\$0	No Funding Required	K-3 Staff (teachers and paraprofessionals)
Activity - Lively Letters PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All K-2 staff will receive training in how to implement the Lively Letters resource to gain the skills and knowledge to develop phonemic awareness, phonics, and sight word skills with research-based, data-driven strategies that effect quick, dramatic gains.	Academic Support Program, Professional Learning, Supplemental Materials, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/13/2019	12/31/2019	\$0	No Funding Required	K-2 Staff (teachers and paraprofessionals)
Activity - Summer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-6 will be provided summer reading activities. summer school, a variety of texts for students to read and access throughout the summer, open library, and teacher stipends).	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$45427	Title I Part A	Building Principal, teachers
Activity - Literacy Resources for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESGI Data Warehouse K-2 (MLPP Assessments Online) Learning A-Z/Headsprout	Academic Support Program, Professional Learning	Tier 1	Implement	08/13/2019	06/30/2020	\$3300	Title I Part A	K-2 Staff (teachers and paraprofessionals)
Activity - Learning A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning A-Z Resource (Raz Kids, Headsprout)	Academic Support Program, Professional Learning, Materials	Tier 1	Implement	08/13/2019	06/30/2020	\$0	No Funding Required	K-6 Staff (teachers)
Activity - Instructional Rounds/Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will visit classrooms within the district to observe high quality instructional strategies and practices to increase student achievement.	Walkthrough, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	K-6 Teachers

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Activity - Building Network Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Blueprint Building Network team meetings, monthly, will focus on the installation and monitoring of system drivers and routines.	Professional Learning, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/13/2019	06/30/2020	\$0	No Funding Required	Members of the Building Network Team
Activity - Blueprint High Quality Instruction Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive classroom walk-through visits to ensure the visions of high quality subject specific instruction are being implemented with fidelity.	Walkthrough, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Administrators, members of the Blueprint DCT or Building Network team, Instructional Staff
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NWEA assessment will be utilized for students in K-6 as a diagnostic and progress monitoring assessment.	Other - Evaluation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Principal, Teachers

Strategy 2:

Provide high quality Tier II and Tier III supports for students not on tack for meeting benchmarks. - Students who are determined to need Tier II and/or Tier III instruction (based on student level data) will be offered additional instructional supports. This may include work after-school tutoring, increased instructional support time (with classroom teacher, specialist, or paraprofessionals).

Category: English/Language Arts

Research Cited: Multi Tiered System of Supports, Michigan Department of Education

Tier: Tier 2

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Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will evaluate students and identify those in need of intervention. Kindergarten-6th grade will use NWEA three times a years and instructional levels will be assessed to guide instruction. In addition, Fountas and Pinnell will be used to determine student intervention needs.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	General Fund	K-6 teachers, Student Support Interventionist, Paraprofessionals
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in literacy.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Teachers, paraprofessionals
Activity - Student Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work directly with small groups of students to improve ELA and behavior skills; Direct paraprofessionals in providing intervention support; Provide opportunities for individualized and small group instruction, meeting the individual student's academic and non academic needs; Regularly assess and progress monitor students and utilize the data to drive instruction; Partner with classroom teachers to model and coach around classroom management strategies and Positive Behavior Supports (PBIS); Collaborate with Building Principal and teacher leaders to establish a Multi Tiered System of Support (MTSS) addressing both academic and non academic needs of our students;	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$16340	Title II Part A, Title IV Part A	Superintendent, Building Principal, Student Support Interventionist
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Multi-Tiered System of Supports, Positive Behavior Interventions and Supports, Restorative Practices, Trauma-Informed Strategies	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Student Support Interventionist, Building Principal, Teachers, Paraprofessionals
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Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals are staffed at the K-6 building to provide additional academic support to students in small group settings.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$97000	Title I Part A	Building Principals, Student Support Interventionist, Paraprofessionals

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is also offered to students needing additional support in literacy using Title I funding. Students needing time and additional support will receive instruction through summer school to increase literacy achievement.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	Title I Part A	Superintendent, Building Principal, Teachers, Paraprofessionals

Strategy 3:

Blueprint Installation - The district will work with the MI Excel Statewide Field Team to install the Blueprint for Systemic Reconfiguration.

Category: English/Language Arts

Research Cited: Barody, K. (2011) Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success. Center for American Progress; Hattie, J. (2012) Visible Learning for teachers: Maximizing the impact on learning. New York, NY. Routledge; Zavadsky, H. (2012) School Turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press

Tier: Tier 1

Activity - District and Building Networks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District & Building Networks will work collaboratively to lead the district's systemic reconfiguration and Blueprint Installation.	Other - Communication	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Building Principal, Teachers
Activity - High Quality, Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building leaders will conduct regular walkthroughs to monitor instructional practices focused on reaching the visions of high quality instruction. Classroom teachers will visit classrooms within the district to observe high quality instructional strategies and practices to increase student achievement.	Walkthrough	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Building Principal, Teachers
Activity - Performance Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leaders, building leaders and teachers will understand and respond to the quality of BP (systems) installation and the extent to which each building's analysis of multiple measures of data indicates the degree to which the building is on track to meet or exceed its annual performance goals. Teacher will utilize the Collaborative Learning Cycle (Problem Solving Driver- Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments (NWEA, F&P, MLPP), Monthly data conversations, Professional Learning Communities (grade level, subject-based)	Other - Monitor	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Building Principals, Teachers

Goal 2: All students will be proficient in Mathematics.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency and/or increase their student growth by 14% in Mathematics by 06/30/2020 as measured by state and district mandated assessments.

Strategy 1:

Instructional Infrastructure - Superintendent and Building leaders will work collaboratively with teacher leaders to communicate the vision for high quality, math instruction. Additionally, they will describe and communicate explicit, high quality, math instructional practices that are aligned with the district's specific student learning targets.

Category: Mathematics

Research Cited: Buchmann, M. (1982). The flight away from content in teacher education and teaching. Journal of Curriculum

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Studies, 14.; Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15,4-14.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57, 1-22.; Ball, D. L., & McDiarmid, G. W. (1990). The subject matter preparation of teachers. In W. R. Houston, M. Haberman, & J. Sikula (Eds.). Handbook of research on teacher education (pp. 437-449). New York: Macmillan.

Tier: Tier 1

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide instructional and curricular frameworks that specify the academic targets (sequence, pace and units of instruction for all subjects and grades).	Professional Learning, Curriculum Development, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$20202	Title II Part A	Superintendent, Building Leaders
Activity - Research Based Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based instructional practices will be taught and monitored on a regular basis. Taught: Professional Learning during staff meetings, early release and coaching conversations Monitoring: Data conversations, walkthroughs and coaching	Academic Support Program, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Building Principal, Teachers
Activity - Designing Curriculum Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide curricular framework that specifies the academic targets (the sequence, pace, and units of instruction for all subjects and grades)	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/13/2019	06/30/2020	\$0	No Funding Required	All Teaching Staff at Bellevue Elementary School (21 teachers, administrators).

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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments and NWEA will be aligned with standards.	Academic Support Program, Other	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Principal, Teacher Leaders
Activity - Data Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Collaborative Learning Cycle (Problem Solving Driver-Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments *NWEA, Math Screeners *Monthly data conversations (Early Release) *Professional Learning Communities (PLCs)- grade level, subject-based	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	No Funding Required	All staff at Bellevue Elementary School (teachers, administrators)
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AVMR 1 & 2: Teachers learn how students develop math knowledge in the following areas: forward and backward number word sequences, structuring numbers, addition and subtraction . In AVMR 2, teachers extend course 1 to include multiplication and division, conceptual place value, advanced addition and subtraction and structuring. AVMR Fractions: This professional learning provides teachers (grade 3-8) with how students learn to work with fractions.	Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$100	Title II Part A	Superintendent, Building Principal, Teachers
Activity - AVMR Fractions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AVMR Fractions Training Grades 3-8 *10/23, 11/6, 11/25, *12/18, 1/22, 2/12, 2/26 *Full Day Trainings	Academic Support Program, Professional Learning	Tier 1	Getting Ready	10/23/2019	06/30/2020	\$0	No Funding Required	Grade 5 and Grade 6 Math Teachers

Strategy 2:

Provide high quality Tier II and Tier III supports for students not on track for meeting benchmarks. - High Quality Tier II and Tier II supports will be put into place for students not on track for meeting benchmarks. The Student Support Interventionist and Instructional Data Specialist will work collaboratively to establish an MTSS process. Additionally, they will coach and support teachers and support staff in knowing and understanding student data and next instructional steps.

Category: Mathematics

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Research Cited: MDE: MTSS Implementation Guide; Allington, R. What Really Matters in RTI.

Tier: Tier 2

Activity - Student Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Support Interventionist will work with Tier II and Tier III students in small groups, providing direct, intensive interventions. Additionally, he/she will monitor and coach instructional practices of teachers to support instructional growth.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$16340	Title II Part A, Title IV Part A	Superintendent, Principal, Teachers
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will support classroom teachers in providing interventions for Tier II and Tier III students not on track for meeting benchmark.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$97000	Title I Part A	Superintendent, Principal, Paraprofessionals, Student Support Interventionist
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in mathematics.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	General Fund	Superintendent, Principal, Teachers, Paraprofessionals

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

100% of All Students will increase student growth by increasing proficiency by 10% in Science by 06/30/2020 as measured by state assessments. .

Strategy 1:

Instructional Infrastructure - We will provide high quality Tier I, Science, instruction to all students. We will begin by effectively communicating our Vision of High Quality Science instruction.

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Category: Science

Research Cited: NGSX (Next Generation Science); NSTA (National Science Teachers Association)

Tier: Tier 1

Activity - Research Based Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will effectively communicate our vision for high quality, science instruction. Following this we will monitor instruction, provide coaching and support for implementation of based practices. Students will participate in STEM programming.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1999	Title IV Part A	Superintendent, Principal, Teachers
Activity - Instructional Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Data Specialist will ensure data is entered into district data warehouse. From there he/she will provide reports, professional learning to staff on how to interpret reports and use data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$31371	Title II Part A, Title I Part A	Superintendent, Instructional Data Specialist
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to district or grade level participate in Battle Creek Area Math and Science Center's Science Kit Training.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Principal, Teachers

Goal 4: All students will be proficient in Social Studies.

Measurable Objective 1:

100% of All Students will increase student growth by increasing proficiency by 10% in Social Studies by 06/30/2020 as measured by state assessments. .

Strategy 1:

Instructional Infrastructure - We will provide high quality, Social Studies, instruction to all students. To accomplish this we will ensure that our Vision for Social Studies instruction will be effectively communicated.

Category: Social Studies

Research Cited: MDE: Michigan Social Studies standards; National Council of Teachers of Social Studies; Michigan Literacy Essentials

Tier: Tier 1

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Activity - Research Based Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effectively communicate our vision for high quality Social Studies instruction	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	No Funding Required	Superintendent, Principal
Activity - Instructional Data Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Data Specialist will assist teachers in entering data into the district data warehouse. He/she will then pull reports, assist in data conversations and guide teachers in using data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$31371	Title I Part A, Title II Part A	Superintendent, Instructional Data Specialist

Goal 5: Parent Involvement and Engagement

Measurable Objective 1:

collaborate to involve parents in all aspects of their student(s) learning by 05/31/2020 as measured by parent participation. .

Strategy 1:

Parent/Guardian Opportunities - Opportunities will be provided for parent/guardian interaction both in and out of school in order to promote student success in all academic areas.

Category: School Culture

Research Cited: Ruby Payne, MDE

Tier: Tier 1

Activity - Academic Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the fall, teachers organize a math and science night. To conclude March is reading and health month, teachers organize a literacy and health night.	Extra Curricular, Parent Involvement	Tier 1	Monitor	10/14/2019	06/30/2020	\$200	Other	Superintendent, Elementary Principal, K-6 Instructional and Support Staff

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Activity - In School Celebrations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodically throughout the academic year, individual students are recognized for behavioral and/or academic achievements within a whole-school ceremony and celebration or after-school banquet. Family and community members are invited to attend. In addition, students are recognized in writing for outstanding performance.	Community Engagement, Parent Involvement	Tier 1	Implement	09/09/2019	05/29/2020	\$0	No Funding Required	Administration and Teachers
Activity - Grade Level Family Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each elementary grade level hosts a family oriented activity spaced throughout the year.	Career Preparation /Orientation, Community Engagement, Parent Involvement	Tier 1	Monitor	08/13/2019	05/29/2020	\$550	Title I Part A	Teachers
Activity - Homeless Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rooms with materials, clothing and supplies will be available for parents and students who are homeless.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$100	Title I Part A	All Staff

Goal 6: The district will install and support the vision of Intense Student Support Network to support the non academic needs (social, emotional, nutritional, behavioral) of each student.

Measurable Objective 1:

95% of All Students will demonstrate a behavior and report a positive learning environment in Practical Living by 06/30/2020 as measured by perception data/student surveys and there will be a decrease in office referrals, suspensions and referrals as measure against prior years..

Strategy 1:

Intense Student Support Network - Bellevue Community Schools staff will implement and support a vision of high quality student support to effectively nurture and support all students who come to school with non academic needs that create obstacles for high achievement.

Category: School Culture

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District.; Collaborative for Academic, Social, and Emotional Learning (2012).; 2013 CASEL Guide: Effective Social and Emotional Learning Programs - Preschool and

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Elementary Edition.; Campbell Jones, F.L., Compbell Jones, B. and Lindsey, R.B. (2010) The Culturally Proficient Journey. Thousand Oaks, CA: Corwin Press.;;
 Murphy, J. (2010) The Educator's Handbook for Understanding and Closing the Achievement Gap. Thousand Oaks, CA: Corwin Press.;; Parrett, W.H. & Budge, K.M.
 (2012). How High Poverty Schools Become High Performing Schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Research Based Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will develop its vision for the intense support of students' non academic needs. The vision will be culturally sensitive and respect the inherent value of each student in the district. Additionally, once complete the vision for ISSN will be shared at scale with all district stakeholders.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	No Funding Required	Superintendent, Building Principals and District Network Team
Activity - Positive Behavior Intervention and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A system to support positive behavior support and interventions will be installed to assist in meeting the non academic needs of all students.	Behavioral Support Program	Tier 1		07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Principal, Student Support Interventionist, Teachers
Activity - Parent Involvement and Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Engagement events and activities will assist us in engaging parents in the work of enhancing their child's academic and non academic growth. Events such as: literacy nights, math nights	Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title IV Part A	Superintendent, Principal, Teachers, Support Staff
Activity - Trauma Informed Practices and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to provide opportunities for our teachers to learn trauma informed practices and strategies in their classrooms.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Principal, Teachers

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Strategy 2:

Provide high quality Tier II and Tier III supports for students not on track for meeting benchmarks. - We will provide the non academic supports that students need in each classroom to support students to be successful both academically and non academically. These supports will be directly connected to our vision for Intense Student Support.

Category: School Culture

Research Cited: Anchorage School District. (2005). Social Emotional Learning Standards and Benchmarks for the Anchorage School District

Murphy, J. & Torre, D. (2014) Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press

Tier: Tier 2

Activity - Direct Support for Homeless	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide supports to our homeless students	Other - Homeless Supports	Tier 3		07/01/2019	06/30/2020	\$525	Title I Part A	Superintendent, Principals
Activity - Student Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Interventionist will guide and support teachers in implementing strategies in the classroom to best support students with non academic needs. Additionally, this specialist will work with building leaders to establish MTSS building wide.	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$39810	Title I Part A	Superintendent, Principal, Student Support Interventionist
Activity - Suicide Prevention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will attend Suicide Prevention Training.	Professional Learning	Tier 3	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	Superintendent, Principal, Teachers, Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement and Engagement	Parent Engagement events and activities will assist us in engaging parents in the work of enhancing their child's academic and non academic growth. Events such as: literacy nights, math nights	Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers, Support Staff
Student Support Interventionist	Work directly with small groups of students to improve ELA and behavior skills; Direct paraprofessionals in providing intervention support; Provide opportunities for individualized and small group instruction, meeting the individual student's academic and non academic needs; Regularly assess and progress monitor students and utilize the data to drive instruction; Partner with classroom teachers to model and coach around classroom management strategies and Positive Behavior Supports (PBIS); Collaborate with Building Principal and teacher leaders to establish a Multi Tiered System of Support (MTSS) addressing both academic and non academic needs of our students;	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$11469	Superintendent, Building Principal, Student Support Interventionist
Student Support Interventionist	Student Support Interventionist will work with Tier II and Tier III students in small groups, providing direct, intensive interventions. Additionally, he/she will monitor and coach instructional practices of teachers to support instructional growth.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$11469	Superintendent, Principal, Teachers
Research Based Instructional Practices	We will effectively communicate our vision for high quality, science instruction. Following this we will monitor instruction, provide coaching and support for implementation of based practices. Students will participate in STEM programming.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1999	Superintendent, Principal, Teachers

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning A-Z	Learning A-Z Resource (Raz Kids, Headsprout)	Academic Support Program, Professional Learning, Materials	Tier 1	Implement	08/13/2019	06/30/2020	\$0	K-6 Staff (teachers)
Research Based Instructional Practices	The District will develop its vision for the intense support of students' non academic needs. The vision will be culturally sensitive and respect the inherent value of each student in the district. Additionally, once complete the vision for ISSN will be shared at scale with all district stakeholders.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Building Principals and District Network Team
Handwriting without Tears PD	All K-3 staff will receive training in how to implement the Handwriting without Tears resource to gain the skills and knowledge to effectively teach and re-mediate handwriting.	Academic Support Program, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/13/2019	12/31/2019	\$0	K-3 Staff (teachers and paraprofessionals)
In School Celebrations	Periodically throughout the academic year, individual students are recognized for behavioral and/or academic achievements within a whole-school ceremony and celebration or after-school banquet. Family and community members are invited to attend. In addition, students are recognized in writing for outstanding performance.	Community Engagement, Parent Involvement	Tier 1	Implement	09/09/2019	05/29/2020	\$0	Administration and Teachers
Essential Instructional Practices in Literacy	Teacher training for the implementation of essential instructional literacy practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	PreK-6 Teachers
Designing Curriculum Framework	Provide curricular framework that specifies the academic targets (the sequence, pace, and units of instruction for all subjects and grades)	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1		08/13/2019	06/30/2020	\$0	All Teaching Staff at Bellevue Elementary School (21 teachers, administrators).

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AVMR Fractions Training	AVMR Fractions Training Grades 3-8 *10/23, 11/6, 11/25, *12/18, 1/22, 2/12, 2/26 *Full Day Trainings	Academic Support Program, Professional Learning	Tier 1	Getting Ready	10/23/2019	06/30/2020	\$0	Grade 5 and Grade 6 Math Teachers
Data Conversations	Utilize Collaborative Learning Cycle (Problem Solving Driver- Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments *NWEA, F&P, MLPP *Monthly data conversations (Early Release) *Professional Learning Communities (PLCs)-grade level, subject-based	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	All staff at Bellevue Elementary School (teachers, administrators)
Designing Curriculum Framework	Provide curricular framework that specifies the academic targets (the sequence, pace, and units of instruction for all subjects and grades)	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/13/2019	06/30/2020	\$0	All Teaching Staff at Bellevue Elementary School (21 teachers, administrators).
Summer Professional Development	Post School Year Professional Development (June 2020)	Professional Learning	Tier 1	Getting Ready	08/13/2019	06/30/2020	\$0	Teachers, Paraprofessionals
Research Based Instructional Practices	Effectively communicate our vision for high quality Social Studies instruction	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Principal
Blueprint High Quality Instruction Walkthroughs	Staff will receive classroom walk-through visits to ensure the visions of high quality subject specific instruction are being implemented with fidelity.	Walkthrough, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Administrators, members of the Blueprint DCT or Building Network team, Instructional Staff
Building Network Team Meetings	Blueprint Building Network team meetings, monthly, will focus on the installation and monitoring of system drivers and routines.	Professional Learning, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/13/2019	06/30/2020	\$0	Members of the Building Network Team

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Literacy Coaching	Teachers will gain assistance in developing literacy strategies in reading from the Calhoun Intermediate School District Literacy Coach throughout the school year. Time frame for assistance will be developed on an individual basis.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Literacy Coach, K-6 Teachers
Data Conversations	Utilize Collaborative Learning Cycle (Problem Solving Driver- Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments *NWEA, Math Screeners *Monthly data conversations (Early Release) *Professional Learning Communities (PLCs)- grade level, subject-based	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/13/2019	06/30/2020	\$0	All staff at Bellevue Elementary School (teachers, administrators)
Lively Letters PD	All K-2 staff will receive training in how to implement the Lively Letters resource to gain the skills and knowledge to develop phonemic awareness, phonics, and sight word skills with research-based, data-driven strategies that effect quick, dramatic gains.	Academic Support Program, Professional Learning, Supplemental Materials, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/13/2019	12/31/2019	\$0	K-2 Staff (teachers and paraprofessionals)
Instructional Rounds/Peer Observations	Staff members will visit classrooms within the district to observe high quality instructional strategies and practices to increase student achievement.	Walkthrough, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	K-6 Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Family Connections	Each elementary grade level hosts a family oriented activity spaced throughout the year.	Career Preparation /Orientation, Community Engagement, Parent Involvement	Tier 1	Monitor	08/13/2019	05/29/2020	\$550	Teachers

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Instructional Data Specialist	Instructional Data Specialist will assist teachers in entering data into the district data warehouse. He/she will then pull reports, assist in data conversations and guide teachers in using data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$5189	Superintendent, Instructional Data Specialist
Summer Reading	Students in grades K-6 will be provided summer reading activities. summer school, a variety of texts for students to read and access throughout the summer, open library, and teacher stipends).	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$45427	Building Principal, teachers
Student Support Interventionist	The Student Support Interventionist will guide and support teachers in implementing strategies in the classroom to best support students with non academic needs. Additionally, this specialist will work with building leaders to establish MTSS building wide.	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$39810	Superintendent, Principal, Student Support Interventionist
Paraprofessionals	Paraprofessionals are staffed at the K-6 building to provide additional academic support to students in small group settings.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$97000	Building Principals, Student Support Interventionist, Paraprofessionals
Paraprofessionals	Paraprofessionals will support classroom teachers in providing interventions for Tier II and Tier III students not on track for meeting benchmark.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$97000	Superintendent, Principal, Paraprofessionals, Student Support Interventionist
Literacy Resources for Students	ESGI Data Warehouse K-2 (MLPP Assessments Online) Learning A-Z/Headsprout	Academic Support Program, Professional Learning	Tier 1	Implement	08/13/2019	06/30/2020	\$3300	K-2 Staff (teachers and paraprofessionals)
Direct Support for Homeless	We will provide supports to our homeless students	Other - Homeless Supports	Tier 3		07/01/2019	06/30/2020	\$525	Superintendent, Principals

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Instructional Data Specialist	The Instructional Data Specialist will work part time in this role. The primary role and responsibilities of this person are as follows: Set district assessment calendar, ensure assessment data is entered, provide professional learning with all staff on how to access data, pull reports, and how to read and analyze data reports to monitor and adjust instruction for each student.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$26182	Superintendent, Instructional Data Specialist
Summer School	Summer school is also offered to students needing additional support in literacy using Title I funding. Students needing time and additional support will receive instruction through summer school to increase literacy achievement.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Building Principal, Teachers, Paraprofessionals
Homeless Needs	Rooms with materials, clothing and supplies will be available for parents and students who are homeless.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$100	All Staff
Instructional Data Specialist	The Instructional Data Specialist will ensure data is entered into district data warehouse. From there he/she will provide reports, professional learning to staff on how to interpret reports and use data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$26182	Superintendent, Instructional Data Specialist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Trauma Informed Practices and Strategies	We will continue to provide opportunities for our teachers to learn trauma informed practices and strategies in their classrooms.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers
Instructional Data Specialist	The Instructional Data Specialist will work part time in this role. The primary role and responsibilities of this person are as follows: Set district assessment calendar, ensure assessment data is entered, provide professional learning with all staff on how to access data, pull reports, and how to read and analyze data reports to monitor and adjust instruction for each student.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$5189	Superintendent, Instructional Data Specialist

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Guaranteed and Viable Curriculum	The district will provide instructional and curricular frameworks that specify the academic targets (sequence, pace and units of instruction for all subjects and grades).	Professional Learning, Curriculum Development, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$20202	Superintendent, Building Leaders
Professional Learning	AVMR 1 & 2: Teachers learn how students develop math knowledge in the following areas: forward and backward number word sequences, structuring numbers, addition and subtraction . In AVMR 2, teachers extend course 1 to include multiplication and division, conceptual place value, advanced addition and subtraction and structuring. AVMR Fractions: This professional learning provides teachers (grade 3-8) with how students learn to work with fractions.	Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$100	Superintendent, Building Principal, Teachers
Professional Learning	Multi-Tiered System of Supports, Positive Behavior Interventions and Supports, Restorative Practices, Trauma-Informed Strategies	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Student Support Interventionist, Building Principal, Teachers, Paraprofessionals
Instructional Data Specialist	Instructional Data Specialist will assist teachers in entering data into the district data warehouse. He/she will then pull reports, assist in data conversations and guide teachers in using data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$26182	Superintendent, Instructional Data Specialist
Guaranteed and Viable Curriculum	Building Leaders will work together to describe and communicate explicit high quality, subject specific instructional visions and instructional practices that are aligned with the district's specific student learning targets. Additionally, the district will produce an Instructional and Curricular Framework that specifies academic targets (the sequence, pace and units of instruction for all subjects and grades K-12).	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$20202	Superintendent, Building Principals, Teacher Leaders, MI Excel SWFT Facilitator
Instructional Data Specialist	The Instructional Data Specialist will ensure data is entered into district data warehouse. From there he/she will provide reports, professional learning to staff on how to interpret reports and use data to drive instruction.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$5189	Superintendent, Instructional Data Specialist

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Performance Management	The district leaders, building leaders and teachers will understand and respond to the quality of BP (systems) installation and the extent to which each building's analysis of multiple measures of data indicates the degree to which the building is on track to meet or exceed its annual performance goals. Teacher will utilize the Collaborative Learning Cycle (Problem Solving Driver- Wellman Lipton Protocol) for determining growth on local, benchmark and state assessments (NWEA, F&P, MLPP), Monthly data conversations, Professional Learning Communities (grade level, subject-based)	Other - Monitor	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Building Principals, Teachers
Professional Learning	Teachers new to district or grade level participate in Battle Creek Area Math and Science Center's Science Kit Training.	Professional Learning	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers
Student Support Interventionist	Student Support Interventionist will work with Tier II and Tier III students in small groups, providing direct, intensive interventions. Additionally, he/she will monitor and coach instructional practices of teachers to support instructional growth.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$4871	Superintendent, Principal, Teachers
Positive Behavior Intervention and Support	A system to support positive behavior support and interventions will be installed to assist in meeting the non academic needs of all students.	Behavioral Support Program	Tier 1		07/01/2019	06/30/2020	\$0	Superintendent, Principal, Student Support Interventionist, Teachers
Suicide Prevention Training	Teachers and staff will attend Suicide Prevention Training.	Professional Learning	Tier 3	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers, Support Staff
High Quality, Subject Specific Instruction	District and Building leaders will conduct regular walkthroughs to monitor instructional practices focused on reaching the visions of high quality instruction. Classroom teachers will visit classrooms within the district to observe high quality instructional strategies and practices to increase student achievement.	Walkthrough	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Building Principal, Teachers

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District and Building Networks	District & Building Networks will work collaboratively to lead the district's systemic reconfiguration and Blueprint Installation.	Other - Communication	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Building Principal, Teachers
Student Support Interventionist	Work directly with small groups of students to improve ELA and behavior skills; Direct paraprofessionals in providing intervention support; Provide opportunities for individualized and small group instruction, meeting the individual student's academic and non academic needs; Regularly assess and progress monitor students and utilize the data to drive instruction; Partner with classroom teachers to model and coach around classroom management strategies and Positive Behavior Supports (PBIS); Collaborate with Building Principal and teacher leaders to establish a Multi Tiered System of Support (MTSS) addressing both academic and non academic needs of our students;	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$4871	Superintendent, Building Principal, Student Support Interventionist

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in mathematics.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers, Paraprofessionals
Research Based Instructional Practices	Research based instructional practices will be taught and monitored on a regular basis. Taught: Professional Learning during staff meetings, early release and coaching conversations Monitoring: Data conversations, walkthroughs and coaching	Academic Support Program, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Building Principal, Teachers
Literacy Intervention	Classroom teachers will evaluate students and identify those in need of intervention. Kindergarten-6th grade will use NWEA three times a year and instructional levels will be assessed to guide instruction. In addition, Fountas and Pinnell will be used to determine student intervention needs.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	K-6 teachers, Student Support Interventionist, Paraprofessionals

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Research Based Instructional Practices	Bellevue Elementary has a partnership with HIL (High Impact Leadership) to enhance literacy instruction K-6. As a part of our collaborative work we will continue our learning of the Essential Literacy Practices so that we can ensure that all practices are offered in every classroom, every day. This will take place during staff meetings and early release days. Additional, HIL supported professional learning and resources will be embedded in classroom instruction (Daily 5/CAFE, Heggerty, Handwriting Without Tears, Lively Letters)	Direct Instruction, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Building Principals, Teacher Leaders
After School Tutoring	Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in literacy.	Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$0	Teachers, paraprofessionals
NWEA	The NWEA assessment will be utilized for students in K-6 as a diagnostic and progress monitoring assessment.	Other - Evaluation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teachers
Common Assessments	Common Assessments and NWEA will be aligned with standards.	Academic Support Program, Other	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Superintendent, Principal, Teacher Leaders
Professional Learning	Teachers will be provided professional learning in research-based instructional practices (Daily 5/CAFE, Heggerty Phonemic Awareness, Learning without Tears, Lively Letters, Instructional Infrastructure, Intense Student Support Network)	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Superintendent, Building, Principal, Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Academic Connections	In the fall, teachers organize a math and science night. To conclude March is reading and health month, teachers organize a literacy and health night.	Extra Curricular, Parent Involvement	Tier 1	Monitor	10/14/2019	06/30/2020	\$200	Superintendent, Elementary Principal, K-6 Instructional and Support Staff
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