

Belle Forest Community School Annual Plan (2024 - 2025)

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**[G 1] Reading/Language Arts at Belle Forest will increase 3rd - 5th ELA TCAP percentage met and/or exceeded from 27.8% in Spring 2023 to 32. 8% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.**

Reading/Language Arts Belle Forest will increase 3rd - 5th ELA TCAP percentage met and/or exceeded from 27.8% in Spring 2023 to 32. 8% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.

**Performance Measure**

Belle Forest will analyze student performance data utilizing the following assessment reports:

TCAP Assessment

District Formative Assessment using Mastery Connect, A-Net, or Performance Matters.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b></p> <p>Belle Forest Community School is dedicated to delivering a rigorous and comprehensive curriculum in reading and language arts that fosters deep understanding, enhances comprehension, and ensures mastery of TN Standards, thereby equipping students for college and career readiness. We are committed to establishing challenging and stimulating learning environments for all students, with a particular emphasis on those within the TSI-identified subgroups of BHN and Black. Students will benefit from high-quality, effective instruction and assessments that are rigorously aligned with state academic standards. The Administrative Team will implement instructional practice walkthroughs to identify instructional trends. The Administration will utilize a calendar to track informal walk-throughs observe all teachers and areas for growth. Additionally, the Belle Forest Instructional Leadership Team will provide ongoing, high-quality professional development grounded in research-based instructional practices, aimed at elevating student</p>	<p><b>[A 1.1.1] A 1.1.1 Highly Effective Instruction to address Literacy Deficits</b></p> <p>The Instructional Leadership Team (ILT) will use data and observations to pinpoint areas where literacy instruction needs improvement. Based on this analysis, the ILT will create action plans that include strategies such as modeling effective techniques, real-time coaching, vertical team planning, and co-planning. Educators will implement the Ready Reading program to address and close academic gaps in students' understanding of TN English Language Arts standards, with a focus on students in the TSI-identified subgroups of BHN and Black. Additionally, the Ready Writing program will be used to enhance students' skills in TN Ready writing modes. The Reading Horizons implementation series will further support students by expanding their academic vocabulary across Tier one, two, and three, and by providing additional strategies and skills for proficient reading.</p>	<p>Dorcea Brown (PLC Coach), Tonika Smith (K-5 Instructional Curriculum Coach), Tosha Maples, (ELA Admin Lead)</p>	<p>04/01/2025</p>		

<p>achievement.</p> <p><b>Benchmark Indicator</b>  <b>**IMPLEMENTATION:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>SEMI-ANNUAL FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing weekly classroom observations will show 15% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 5 should perform at or above the 60%.</p>	<p>To support increased academic performance among students with disabilities (SWD), special education teachers will be provided with planning time alongside general education teachers. Co-teachers will use various co-teaching models to support the implementation of IEPs and achieve goals. Special education teachers will participate in monthly meetings to address special education issues, instructional practices, policies, procedures, and program development. They will stay informed about state-mandated changes for IEP development and federal/state compliance requirements, align student present levels of educational performance with IEP goals, and apply effective instructional strategies to boost academic performance while ensuring compliance with laws. New special education teachers will attend dedicated meetings for guidance on instructional practices, policy, procedures, and program development. They will receive training on IEP development, file maintenance, instruction, intervention, and classroom management. Consulting teachers will offer support in co-teaching, RTI2, instructional strategies, transition services, and time management. The Special Education Advisor will conduct ongoing site visits to provide informal classroom observations, feedback on instruction and management, support during IEP meetings, and recommendations for professional development. They will also assist with scheduling, direct and related services, and best practices.</p> <p>For enhanced academic performance among English Language Learners (ELLs), lessons will be collaboratively designed and implemented to meet</p>				
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	<p>students' diverse needs. One teacher will present information while the other monitors and responds to questions in the chat. To ensure student engagement, tech issues will be addressed promptly, and breakout rooms will be utilized for specialized instruction as familiarity with technology grows. The ESL teacher will be assigned as a co-teacher during ELA periods and will also be designated to their ESL course code (within the P9/P10 slot). Students will be enrolled in both ELA and ESL courses, and those qualifying for ELD will have separate pull-out sessions in addition to co-teaching. EL students will be grouped into fewer homerooms to maximize co-teaching opportunities, and co-planning times will be scheduled for regular reviews of student ILPs. Clear roles and expectations will be provided to guide teachers in their collaborative efforts.</p>				
	<p><b>[A 1.1.2] A 1.1.2 Rigorous Effective Instruction through Explicit Direct Instruction</b> Teachers will implement four key instructional practices to meet literacy needs:</p> <p>1. Develop Performance-Based Objectives: Create objectives that are accessible to students, teachers, and observers, connected to content, and designed to promote higher-order thinking or valuable mathematical tasks for all students, including those in the TSI-identified subgroups of BHN and Black.</p> <p>2. Utilize Curriculum-Driven Opportunities: Focus on helping students understand general and domain-specific academic language before and during reading, to enhance comprehension.</p>	<p>Dorcea Brown (PLC Coach), Tonika Smith (ELA Instructional Curriculum Coach), Shelia Fitzgerald (Interventionist), Tosha Maples (ELA Admin Lead)</p>	04/04/2025		

	<p>3. Apply Gradual Release of Responsibility: Structure lessons to gradually shift responsibility from the teacher to the students, fostering greater student independence.</p> <p>4. Encourage Original Compositions: Provide opportunities for students to create original informational texts and narratives based on sources or curriculum content.</p> <p>To support these practices, district reading staff and Belle Forest's Instructional Leadership Team will deliver ongoing professional development. This training will help teachers plan and deliver engaging lessons that build fluency and problem-solving skills, ensure alignment with the SCS curriculum and State standards, and incorporate test-taking strategies aligned with TN Academic Standards.</p>				
	<p><b>[A 1.1.3] A 1.1.3 Secure supplies, materials, equipment, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Dorcea Brown (PLC Coach)	04/01/2025		
	<p><b>[A 1.1.4] A 1.1.4 Tennessee Academic Standards Alignment</b></p> <p>During the 2024-2025 school year, Belle Forest Community School aims to enhance teacher effectiveness to better implement the rigorous curriculum provided by Shelby County Schools. Educators will ensure that students receive</p>	Dorcea Brown (PLC Coach), Shelia Fitzgerald (Interventionist), Tonika Smith (ELA	04/01/2025		

	high-quality core instruction aligned with the academic rigor expected by the Tennessee Department of Education. BFCS will offer tasks and assessments tailored to each student's academic level to promote academic excellence and success for all, including those in the TSI-identified subgroups of BHN and Black. All students will participate in assessments that align with the Tennessee Academic Standards.	Instructional Curriculum Coach), Tosha Maples (ELA Admin Lead)			
<p><b>[S 1.2] Professional Development</b></p> <p>Throughout the 2024-2025 academic year, Belle Forest Community School will offer sustained, high-quality professional development at both the district and school levels for school leaders, teachers, and instructional staff. Belle Forest will create a calendar of monthly school-level, district-wide, and nation-wide conferences delivered by highly effective educators and administrators. This development will be targeted at transforming instructional practices to enhance student performance across all demographics, including those in the TSI-identified subgroups of BHN and Black.</p> <p>Professional development opportunities will be differentiated based on content area, grade level, and teacher effectiveness. Belle Forest will consistently monitor progress and gather feedback using the Teacher Effectiveness Model (TEM) from both formal and informal observations, as well as data from the High-Impact Strategies guide.</p> <p>In addition to district-mandated professional development sessions, Belle Forest will provide both internal and external training, including new teacher network sessions and individualized coaching for both novice and experienced educators. Collaboration with District Literacy staff and other central office personnel, such as Coordinated School Teams, will support the effective implementation of the curriculum's instructional design.</p>	<p><b>[A 1.2.1] A 1.2.1 Secure supplies, materials, equipment, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Dorcea Brown, Erron Henderson, Tosha Maples, Jonathan Jones	05/30/2025		

<p>To further enhance educators' instructional capacities, teachers will participate in content-specific conferences tailored to the instructional needs of the school.</p> <p><b>Benchmark Indicator</b>  <b>**IMPLEMENTATION**:</b></p> <ul style="list-style-type: none"> <li>* Weekly PD Attendance Forms (PLCs/Collaborative Planning)</li> <li>* Weekly Informal Observation Walkthrough Form</li> <li>* Semi-annual TEM Effectiveness Measure Tool</li> <li>* Quarterly school-wide Formative Assessment</li> </ul> <p><b>**EFFECTIVENESS**:</b></p> <p>95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain.</p> <p>70% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 4% growth in mastery performance on quarterly school-wide formative assessments in 10% of the student population.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually</p> <p>10% of Students in grades 2nd - 5th should show 4% growth on quarterly school-wide formative assessments.</p>					
	<p><b>[A 1.2.2] A 1.2.2 Reading Professional Development</b>  Belle Forest's PLC Coaches will lead professional development initiatives aimed at enhancing instructional quality and student outcomes for all</p>	Dorcea Brown, Tonika Smith, Erron Henderson, Tosha Maples,	05/30/2025		

	<p>learners, including those in the TSI-identified subgroups of BHN and Black. Teachers will receive ongoing training on literary and informational cognitive demands. The school's Reading Content Advisor will provide individualized support for the implementation of the Wonders program as needed.</p> <p>In addition, school staff and the district's reading coach will offer professional development to assist teachers in planning and delivering engaging literacy instruction. This training will focus on building literacy skills, monitoring reading instruction, and collaborating with instructional leaders to deepen understanding of effective instructional practices. This well-organized professional development effort will not only support teacher retention but also attract new talent to Belle Forest Community School.</p>	Jonathan Jones			
	<p><b>[A 1.2.3] A 1.2.3 New Teacher Mentors</b>  Belle Forest has two dedicated and highly trained New Teacher Mentors who work regularly with mentees, supported by ongoing monthly professional development.</p> <p>Goals for the New Teacher Mentor Partnership:</p> <ol style="list-style-type: none"> <li>1. Collaborative Planning: Provide opportunities for sharing curricular strategies and classroom management techniques.</li> <li>2. Evaluate Effectiveness: Assess the strengths and weaknesses of implemented strategies and management practices.</li> <li>3. Share Experiences: Mentees will understand</li> </ol>	LaTonya Williams, Dorcea Brown, Erron Henderson, Tosha Maples, Jonathan Jones	05/30/2025		

	<p>that mentors experience challenges and seek positivity, just like they do. Veteran teachers will share their own successes and failures while maintaining professional boundaries, emphasizing that teaching is an evolving process.</p> <p>4. Foster Positivity: Successful mentors focus on and often achieve positive outcomes. They model optimistic attitudes and forward-thinking approaches, encouraging a constructive and supportive environment.</p>				
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></p> <p>During the 2024-2025 school year, Belle Forest will provide academic interventions for Tier 1, Tier 2, and Tier 3 students. Academic interventions will include personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>Belle Forest will analyze data from the following benchmark indicators to pinpoint trends and identify areas for instructional improvement.</p> <p><b>**IMPLEMENTATION**:</b></p> <ul style="list-style-type: none"> <li>* Daily Classroom Observation fidelity checks</li> <li>* Instructional Practices Walk-Through data</li> <li>* Instructional Leadership Team Meetings</li> </ul> <p><b>**EFFECTIVENESS**:</b></p>	<p><b>[A 1.3.1] A 1.3.1 Secure supplies, materials, equipment, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Erron Henderson (Principal), Tosha Maples (Assistant Principal), Johnathan Jones (Assistant Principal), Dorcea Brown (PLC Coach)</p>	05/31/2024		



<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Practices Walkthrough data will be monitored through our school-wide BFCS walk-through tool (Microsoft Forms) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>					
	<p><b>[A 1.3.2] A 1.3.2 Reading Intervention</b> To meet students' individual needs, teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the school wide RTI2 time block. Small group instruction will provide an individualized approach to the content. In a timely manner, students will be provided with additional resources as a result of RTI2 process. Identified students will be given dedicated, virtual, face-to-face time with teachers and additional computer assisted instruction on a daily basis for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process.</p>	<p>Shelia Fitzgeald, Latonya Williams, Tonika Smith, Tosha Maples</p>	<p>05/31/2024</p>		

	<p><b>[A 1.3.3] A 1.3.3 Explicit Instruction for ESL and Special Needs Students</b></p> <p>To continue increased academic performance amongst students with disabilities (SWD), through inclusion special education teachers will be allowed planning time with inclusion general education teachers. Co-teachers will employ multiple co-teaching models to support IEP implementation and goal attainment. Special Education teachers attend monthly meetings for support with special education issues/questions, such as special education instructional practices, policy, procedures, and program development for students with disabilities. Teachers will know state mandated changes for IEP development and federal/state law compliance requirements, understand how to align student present levels of educational performance with IEP goals and objectives, and implement effective instructional strategies that will enhance students' academic performance and maintain compliance based on federal/state law. Special education new teachers attend the specifically designed new teacher meetings for support in the areas of instructional practices, policy, procedures, and program development to support growth for students with disabilities. New teachers will receive instruction on IEP development, file maintenance, instruction and intervention, classroom behavior strategies, etc. Consulting teachers are available to support in the areas of co-teaching, RTI2, instructional strategies, transition services, time management, etc. Ongoing site visits by the Special Education Advisor to provide support in the following ways: Informal classroom observations with feedback to improve instruction and classroom management. Provide support during specific IEP meetings. Suggest special education staff to attend professional development offered through a variety of platforms to build. Provide support with scheduling, special education direct and related services, best practices, etc.</p>	<p>Benjamin Pierre, Atongela Boga, Dorcea Brown, Tonika Smith, Erron Henderson, Tosha Maples, Johnathan Jones</p>	<p>05/31/2024</p>		
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	To continue increased academic performance amongst English Language Learners teachers will collaboratively design & implement lessons to meet the diverse needs of students. Share a ppt presentation/other information on the screen and the other teacher to monitor & answer the questions in the chat. Ensure students can engage with content. Address tech needs as they arise, while the other teacher continues instruction. Allow for “break out rooms” with specialized instruction, as students and teachers become more familiar with technology.				
<p><b>[G 2] Mathematics at Belle Forest will increase 3rd - 5th Math TCAP percentage met and/or exceeded from 19.3% in Spring 2023 to 24.3% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.</b></p> <p>Mathematics at Belle Forest will increase 3rd - 5th Math TCAP percentage met and/or exceeded from 19.3% in Spring 2023 to 24.3% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Performance Measure</b></p> <p>Belle Forest will analyze student performance data utilizing the following assessment reports:</p> <p>TCAP Assessment</p> <p>District Formative Assessment using Mastery Connect, A-Net, or Performance Matters.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b></p> <p>Belle Forest educators will design and implement standards-aligned lessons with deliberate intent and focus, guided by data-informed instruction. This approach will ensure daily access to a rigorous mathematics curriculum that fosters student engagement with essential content, builds upon prior knowledge and prerequisite skills, and promotes mastery of TN Standards. These efforts are aimed at preparing all students, including those in the TSI-identified subgroups of BHN and Black, for career and college readiness.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.1.1] A 2.1.1 Secure supplies, materials, equipment, software, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, software, and support for academic instruction</p>	Dorcea Brown	04/01/2025		

<p>Belle Forest will analyze student performance data utilizing the following assessment reports:</p> <p><b>**IMPLEMENTATION:**</b></p> <p>Tri-weekly BFCS Common Assessments</p> <p>Daily Classroom Observations</p> <p>TEM Observation Data</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing tri-weekly school-wide BFCS Common Formative Assessments will show 10% of students in grades 3 through performing at or above 60%.</p> <p>Implementing daily classroom observations will show teachers implementing instructional practices at or above 80% per visit.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p>					
	<p><b>[A 2.1.2] A 2.1.2 Standards Supplemental Curriculum</b></p> <p>Belle Forest will implement Performance Coach, Measuring Up, and i-Ready Math to offer students additional supplemental support in Math. Teachers will integrate these resources with Tennessee standards to foster a dynamic classroom environment where students of all levels become engaged, real-world problem solvers. Through guided instruction, students will enhance their mathematical reasoning, participate in meaningful discussions, and develop strong mathematical habits. The instructional framework of these programs supports educators in refining their</p>	<p>Dorcea Brown (PLC Coach, 3-5 Math), Brittany Singleton (K-2 Math Instructional Facilitator), Jonathan Jones (Math Admin Lead)</p>	<p>04/01/2025</p>		

	teaching practices and promotes valuable discourse that benefits all learners.				
	<p><b>[A 2.1.3] A 2.1.3 Standards Aligned Core Math Instruction</b></p> <p>Belle Forest's Instructional Leadership Team, building leaders, and network leaders will deliver ongoing professional development to help teachers plan and deliver engaging lessons that enhance fluency and problem-solving skills. This professional development will ensure alignment with both the SCS curriculum and State standards. Additionally, strategies for effective test-taking aligned with TN Academic Standards will be shared to support student success.</p>	<p>Dorcea Brown (3-5 Math Lead, PLC Coach), Brittany Singleton (K-2 Math Instructional Facilitator), Jonathan Jones (Math Admin Lead)</p>	04/01/2025		
<p><b>[S 2.2] Professional Development</b></p> <p>Belle Forest Community School will implement high-quality and effective professional development Throughout the 2024-2025 academic year, Belle Forest Community School will offer sustained, high-quality professional development at both the district and school levels for school leaders, teachers, and instructional staff. First, Belle Forest will conduct a needs assessment specifically including professional development. Belle Forest will provide ongoing, high quality professional development for school teachers, and other instructional staff that focuses on mathematical instructional shifts, curriculum, and strategies that result in improved student performance. Belle Forest will create a calendar of monthly school-level, district-wide, and nation-wide conferences delivered by highly effective educators and administrators. This development will be targeted at transforming instructional practices to enhance student performance across all demographics, including those in the TSI-identified subgroups of BHN and Black.</p> <p><b>Benchmark Indicator</b> **IMPLEMENTATION**.</p>	<p><b>[A 2.2.1] A 2.2.1 Mathematics Professional Development</b></p> <p>Belle Forest will continue to provide training on the TN Core Common Core State Standards for teachers and offer ongoing, targeted support through TN Core/Achieve the Core.org videos and resources. The school's Math Content Advisor will assist teachers as needed with Envision Math implementation. Additionally, school staff and the district's math coach will deliver professional development to help teachers plan and execute engaging learning experiences that build fluency and critical thinking skills through Envision Math. This professional development will also focus on monitoring math instruction and collaborating with instructional leaders to better understand the mathematical shifts outlined in the TN State Standards. This well-structured professional development plan aims to retain effective teachers and attract new talent to Belle Forest.</p>	<p>Dorcea Brown (3rd - 5th Math PLC Coach), Brittany Singleton (K-2 Instructional Facilitator), Jonathan Jones (Math Admin Lead)</p>	04/01/2025		

<ul style="list-style-type: none"> <li>* Weekly PD Attendance Forms (PLCs/Collaborative Planning)</li> <li>* Weekly Informal Observation Walkthrough Form</li> <li>* Semi-annual TEM Effectiveness Measure Tool</li> <li>* Tri-weekly school-wide common formative assessment</li> </ul> <p><b>**EFFECTIVENESS**:</b></p> <p>95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain.</p> <p>70% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 4% growth in mastery performance on quarterly school-wide formative assessments in 10% of the student population.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually</p> <p>10% of Students in grades 2nd - 5th should show 5% growth on tri- weekly school-wide formative assessments.</p>					
	<p><b>[A 2.2.2] A 2.2.2 Mathematics Intervention</b></p> <p>To address students' individual needs, teachers will tailor reading lessons according to data, learning styles, and instructional tiers. Struggling students will be identified and receive targeted support in their specific areas of difficulty during the school-wide RTI2 time block. Small group instruction will offer a personalized approach to content delivery. Students will be promptly provided with additional resources as part of the RTI2 process. Identified students will have daily, 45-minute sessions of virtual or face-to-face time with teachers, supplemented by computer-assisted</p>	<p>Shelia Fitzgerald (Interventionist ), Dorcea Brown (3-5 Math PLC Coach), Brittany Singleton (K-2 Math Instructional Facilitator), Johnathan</p>	04/05/2025		

	instruction. Teachers will regularly update the RTI2 data team and parents with progress reports. Parents will play a crucial role in the RTI2 process.	Jones (Admin Math Lead)			
	<p><b>[A 2.2.3] A 2.2.3 New Teacher Mentors</b>  Belle Forest has two dedicated, highly skilled New Teacher Mentors who work closely with mentees on a regular basis and provide ongoing monthly professional development.</p> <p>Goals for the New Teacher Mentor Partnership:</p> <ul style="list-style-type: none"> <li>- Collaborative Planning: Create opportunities for sharing curricular strategies and classroom management techniques.</li> <li>- Evaluation of Effectiveness: Assess the strengths and weaknesses of various strategies and management practices.</li> <li>- Shared Experiences: Mentees understand that mentors also experience challenges and seek acceptance and positivity. Veteran teachers share their successes and failures while maintaining professional boundaries, making teaching a continuous learning process rather than a static outcome.</li> <li>- Fostering Positivity: Effective mentors focus on and often achieve positive results. They model optimistic attitudes and share forward-thinking approaches.</li> </ul>	Dorcea Brown (K-5 Math PLC Coach), Brittany Singleton (K-2 Math Instructional Facilitator)	05/01/2025		
<b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Belle Forest for the 2024 - 2025 will provide academic interventions and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students, including those in the TSI identified	<p><b>[A 2.3.1] A 2.3.1 Secure supplies, materials, equipment, software, and support for academic instruction</b>  Professional Learning Coach will secure supplies, materials, equipment, software, and support for academic instruction.</p>	Dorcea Brown, Erron Henderson, Tosha Maples, Johnathan Jones	05/30/2025		

<p>subgroups of BHN and black.</p> <p>** **</p> <p><b>Benchmark Indicator</b></p> <p><b>**IMPLEMENTATION:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Weekly Classroom Informal Observations</p> <p>Instructional Leadership Team (ILT)</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing weekly classroom observations will show 15% of students with a 5% increase on track or mastery and 80% of teachers improving instructional routines and high impact instructional strategies by 10%.</p> <p>Instructional Leadership Team will conduct monthly walk-throughs and identify instructional trends to conduct targeted and personalized professional development. This should improve student on-track and mastery by 20% and 80% of teachers should show improvement in informal walk-through data.</p>					
	<p><b>[A 2.3.2] A 2.3.1 Secure supplies, materials, equipment, software, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, software, and support for academic instruction.</p>	<p>Dorcea Brown, Erron Henderson, Tosha Maples, Johnathan Jones</p>	05/30/2025		
	<p><b>[A 2.3.3] A 2.3.2 Math Intervention</b></p> <p>To address students' individual needs, teachers will tailor reading lessons based on data, learning</p>	<p>Dorcea Brown, Brittany Singleton,</p>	05/31/2024		



	<p>styles, and instructional levels. Struggling students will be identified and receive targeted support in their specific skill areas during the school-wide RTI2 time block. Small group instruction will offer a personalized approach to content. Students will promptly receive additional resources as part of the RTI2 process. Identified students will have daily, 45-minute sessions of either virtual or face-to-face interaction with teachers, complemented by computer-assisted instruction. Teachers will regularly share data results with the RTI2 data team and parents. Parents will play a crucial role in the RTI2 process.</p>	<p>Johnathan Jones , Erron Henderson, Tosha Maples</p>			
<p><b>[G 3] Chronic Absenteeism at Belle Forest Community School will reduce the percentage of chronic absenteeism school-wide from 30.9% in Spring 2024 to 25.9% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.</b></p> <p>Chronic Absenteeism at Belle Forest Community School will reduce the percentage of chronic absenteeism school-wide from 30.9% in Spring 2024 to 25.9% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Performance Measure</b></p> <p>Belle Forest will utilize the following reports to identify trends and areas of needed support.</p> <p>Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b></p> <p>During the 2023-2024 school year, Belle Forest will implement targeted interventions, support programs, and initiatives that address identified behavior needs and provide appropriate student resources for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Benchmark Indicator</b> **Implementation**</p>	<p><b>[A 3.1.1] A 3.1.1 Secure supplies, materials, equipment, software, and support for academic instruction</b></p> <p>Professional Learning Coach will secure supplies, materials, equipment, software, and support for academic instruction.</p>	<p>Dorcea Brown (PLC Coach)</p>	<p>04/01/2025</p>		

<ul style="list-style-type: none"> <li>* Student discipline reports</li> <li>* Attendance and suspension reports</li> <li>* Unhoused homeless students monitoring</li> </ul> <p><b>**Benchmark**</b></p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 5%</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Thus students present and attendance should improve by 20%.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) should result in 5% of identified students reported as supports met and school attendance.</p>					
	<p><b>[A 3.1.2] A 3.1.2 RTI2-B Implementation</b></p> <p>The Belle Forest RTI2-Behavior Leadership Team is dedicated to enhancing and supporting the social and behavioral environment of our school. The goal of RTI2-B at our school is to apply a multi-tiered, problem-solving approach to prevent and reduce problem behaviors while fostering appropriate behaviors, academic engagement, and positive school and classroom climates. Additionally, RTI2-B aims to build strong relationships between students and school staff. We will assist our teachers and staff in implementing effective positive behavioral interventions and supports across three tiers: Tier 1 (universal prevention for all students), Tier 2 (targeted support for students at risk of behavioral issues), and Tier 3 (intensive</p>	Okessa Edwards (School Counselor-RTI 2B), Michelle Jackson (School Counselor-RTI2B)	05/30/2025		

	interventions for students with the highest risk of behavioral difficulties).				
	<p><b>[A 3.1.3] A 3.1.3 Attendance Incentives and Reinforcement</b></p> <p>At Belle Forest, educators will use daily conduct grades and make weekly positive phone calls to keep parents informed. Each grade level will participate in morning announcements. Bulletin boards will showcase positive behavior data, academic achievements, E Parties, and the Perfect Attendance Plan. Additionally, Belle Forest will host monthly Lunch and Learn workshops for parents and families, covering a range of topics and developing strategies to support student success.</p>	Michelle Jackson (School Counselor-RTI 2B), Okessa Edwards, (School Counselor-RTI 2B)	05/31/2024		
<p><b>[S 3.2] Professional Development</b></p> <p>Belle Forest will provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>* Student discipline reports Power BI professional development</p> <p>* Student attendance reports- Power BI</p> <p>* Community in Schools liaison providing needed resources</p> <p><b>**Benchmark**</b></p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared school-wide.</p>	<p><b>[A 3.2.1] A 3.2.1 Secure supplies, materials, equipment, software, and support for academic instruction</b></p> <p>Secure supplies, materials, equipment, software, and support for academic instruction</p>	Dorcea Brown (PLC Coach)	04/01/2024		

	<p><b>[A 3.2.2] A 3.2.2 Parent Power Sessions</b></p> <p>Belle Forest will administer a needs assessment survey is distributed to parents ensuring the activities we plan, and implement are effective. Activities are planned with the parent's schedule in mind. We offer multiple opportunities to attend an activity by providing parents with both morning, AM, and PM events. We have a bilingual mentor available for Spanish speaking parents. We believe that the following are ways that we could bridge the gap as it relates to student achievement within our school. -Frequently assessing shared ownership by seeking feedback and input from members of the school community -Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building, and meet other parents. -Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students. -Conduct a survey of parents to identify volunteer interests, talents, and availability, matching these resources to school programs and staff support needs. -Connect students and families to service-learning projects in the community. -Invite community partners to share resources at annual open houses or parent-teacher conferences.</p>	<p>Arica Perkins (family engagement liaison), Lorenzia Clifton (Family engagement liaison), Margarita Sotelo (Bilingual Mentor)</p>	<p>05/01/2024</p>		
	<p><b>[A 3.2.3] A 3.2.3 Implement Strategies to Reduce Chronic Absenteeism</b></p> <p>Belle Forest will prioritize Kindergarten students and those with disabilities by focusing on the following strategies:</p> <p>1. Foster a Culture of Attendance</p> <p>- Set clear, measurable goals to improve attendance and communicate their importance to the entire school community.</p>	<p>Michelle Jackson (Professional school counselor RTI2B), Okessa Edwards (Professional School Counselor RTI2B),</p>	<p>05/31/2024</p>		

	<ul style="list-style-type: none"> <li>- Regularly update and celebrate progress towards these goals.</li> <li>- Use a centralized, secure tool to track daily attendance, tardiness, and student engagement, allowing you to quickly see how these factors affect student behavior.</li> </ul> <p>2. Identify Issues Early</p> <ul style="list-style-type: none"> <li>- Form an attendance review team to regularly analyze attendance data and address issues with parents as they arise.</li> <li>- Use absenteeism as an indicator in your early warning system to detect students at risk of chronic absenteeism and intervene promptly.</li> </ul> <p>3. Enhance School Culture and Instruction</p> <ul style="list-style-type: none"> <li>- Assess and improve student engagement, as meaningful attendance growth relies on it.</li> <li>- Provide comprehensive support to teachers and school leaders to maintain high levels of student engagement and positive behavior.</li> <li>- Promote positive social and emotional development and reinforce the behaviors that align with your ideal school culture.</li> <li>- Implement goal-based incentives and rewards to encourage good attendance and positive student conduct.</li> </ul>				
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<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  During the 2024-2025 Belle Forest will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for all students, including those in the TSI identified subgroups of BHN and black.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Attendance reports Power BI</li> <li>* Parent surveys</li> <li>* Adopter Surveys</li> </ul> <p><b>**Benchmark**</b></p> <p>Attendance reports- 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of parent engagement activities and resources. Thus students attendance and behavior should improve by 20%.</p> <p>Analyze evidence of parent participation in decisions relating to the education of their children and collaboration efforts on school level topics through monthly parent surveys. Surveys should show in increase of 20% parent engagement.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. Survey data should reflect at least a 70% impact.</p>	<p><b>[A 3.3.1] A 3.3.1 Parent, Family, and Community Engagement</b>  Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Dorcea Brown  (PLC Coach)</p>	<p>05/31/2024</p>		
	<p><b>[A 3.3.2] A 3.3.2 Professional Development</b>  Belle Forest will provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. The following professional development series will be</p>	<p>Okessa Edwards  (Professional School Counselor RTI2B),  Michelle Jackson</p>	<p>05/31/2024</p>		

	<p>conducted to meet the safety and healthy needs of all Belle Forest students: RTI2BSchool Culture &amp; Climate School Routines &amp; Procedures Choosing to De-escalate, Mindset Shifts ACES Safe School Videos Progressive Disciplinary Practices Social Emotional Learning.</p>	<p>(Professional School Counselor RTI2B), Johnathan Jones, Tosha Maples</p>			
	<p><b>[A 3.3.3] A 3.3.3 Parent, Family, &amp; Community Engagement</b>  <b>**Parent and Community Engagement at Belle Forest**</b></p> <p>Belle Forest is committed to fostering strong partnerships with parents and the community, providing numerous opportunities for involvement in enhancing our students' success. Our dedicated staff ensures that families are actively engaged in shaping and assessing the School Improvement Plan and implementing the ESEA Family Engagement program, which is revised annually.</p> <p>To maintain active participation and engagement, we have implemented several Title 1-A Parent Involvement strategies:</p> <p>1. Annual Collaboration: We collaboratively develop, review, and agree upon the Title 1 Home-School Compact, Family Engagement Plan, and School Improvement Plan each year. We also have a system in place for parents to address any concerns about the school-wide program.</p> <p>2. Ongoing Input Opportunities: Families are regularly invited to contribute to the planning, review, and enhancement of our parental involvement policy and school-wide program plan.</p>	<p>Arica Perkins (Family Engagement Liaison), Lorenzia Clifton (Family Engagement Liaison), Margarita Sotelo (Bilingual Mentor)</p>	05/31/2024		

	<p>This includes School Improvement Plan committee meetings, parent and community meetings, suggestion boxes, parent training sessions, and surveys.</p> <p>3. Flexible Meeting Times: We hold annual meetings at various times (morning and evening) and offer translation services for non-English-speaking parents. For families new to the school, we repeat these meetings in the second semester. Transportation is available upon request, as feasible.</p> <p>4. Support and Resources for Parents: We assist parents in understanding academic content standards, assessments, and ways to monitor their child's progress. This includes flexible conferences, progress reports, i-Ready Web data, Questar data, report cards, phone communications, IEPs, intervention strategies, weekly folders, and high-quality curriculum information.</p> <p>5. Accessible Information: We provide school-related information in a clear and uniform format, including monthly newsletters, calendars, the school website, and updates on the Title 1 Parent/Family Engagement &amp; Community Resource bulletin board. Translators are available as needed.</p>				
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	<p>6. Professional Development Participation: Parents and guardians are invited to participate in professional development sessions organized by the school. We provide materials and training to help parents support their children's academic achievement. Counselors and support staff work closely with at-risk students and their families.</p> <p>7. Regular Family Meetings: We conduct family meetings throughout the year at flexible times to suit all families' needs. These meetings offer opportunities for parents to observe the instructional program, volunteer, and contribute to school planning.</p> <p>8. Regular Feedback and Decision-Making: We hold regular meetings to gather suggestions from parents and involve them in decisions related to school matters.</p> <p>9. Teacher Qualifications: Parents can request information about the qualifications of our teachers. While all our teachers are highly qualified, we provide access to teacher certification details via the state's website and maintain these records in a notebook in the principal's office.</p>				
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**[G 4] By Spring 2025, Kindergarten students will increase iReady (URS) diagnostic scores for mid-above grade level and/or early-on grade level from 69% in Spring 2024 to 74% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN**

By Spring 2025, Kindergarten students will increase iReady (URS) diagnostic scores for mid-above grade level and/or early-on grade level from 69% in Spring 2024 to 74% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.

By Spring 2025, 1st grade students will increase iReady (URS) diagnostic scores for mid-above grade level and/or early-on grade level from 33% in Spring 2024 to 38% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.

By Spring 2025, 2nd grade students will increase iReady (URS) diagnostic scores for mid-above grade level and/or early-on grade level from 33% in Spring 2024 to 36% in Spring 2025 for all students, including those in the TSI identified subgroups of BHN and black.

#### Performance Measure

**\*\*Implementation\*\***

Belle Forest will utilize the following performance measures to determine early literacy success rates.

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following:

**\*\*Benchmark\*\***

(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria\* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.\*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Professional Learning</b> Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p><b>Benchmark Indicator</b> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Professional Development</li> <li>* Monthly Assessments</li> <li>* Quarterly Foundational Literacy Reviews</li> <li>* Quarterly observations</li> <li>* Monthly review of specialized PD</li> </ul> <p><b>**Benchmark**</b></p> <p>1. <b>**Ongoing Professional Development (PD)**:</b> We will track the attendance and completion rates of PD sessions focused on foundational literacy for</p>	<p><b>[A 4.1.1] A 4.1.1 Secure supplies, materials, equipment, software, and support for academic instruction</b> Secure supplies, materials, equipment, software, and support for academic instruction</p>	Dorcea Brown (PLC Coach)	05/31/2024		

grades K-2. This will help us evaluate how well knowledge is applied in classroom instruction and guide future professional development needs as a result students will show 20% increase from fall i-Ready diagnostic to Winter i-Ready diagnostic.

2. **Monthly Assessments**: This will measure the enhancement of content and pedagogical knowledge related to foundational literacy and guide subsequent professional learning opportunities. As a result, students will show 10% increase in foundational skills from fall to winter monthly common assessments.

3. **Quarterly Foundational Literacy Quality Reviews (FLQRs)**: District instructional literacy advisors will conduct these reviews to analyze academic gaps and identify root causes, helping us tailor ongoing professional development. We will utilize tutors through the Southwest TN Tutoring Program to meet with students twice per week.

4. **Quarterly Observations**: We will observe educational assistants in K-2 classrooms each quarter to assess their support and identify areas for improvement in instruction and student achievement. This will inform the development of professional learning and necessary resources.

5. **Monthly Review of Specialized PD**: We will

review attendance and completion rates for specialized PD focused on foundational literacy each month, using this data to refine and plan future professional development initiatives.					
	<p><b>[A 4.1.2] A 4.1.2 Literacy Activities and Workstations</b></p> <p>Belle Forest's early learners will engage in relevant teacher- led early literacy activities and workstations that suit their individual learning goals, specific situations, and individual needs. Teachers will utilize workstations to:</p> <ul style="list-style-type: none"> <li>• differentiate instruction</li> <li>• address the interests of students</li> <li>• keep the learning child-centered</li> <li>• create socially based learning</li> <li>• teach children within their zones of proximal development.</li> <li>• provide opportunities for students to engage in purposeful practice</li> <li>• foster speaking and listening standards</li> <li>• support application of knowledge.</li> </ul>	<p>Tonika Smith (3rd - 5th ELA Instructional Curriculum Coach), Latonya Williams (K-2 ELA Instructional Facilitator), Tosha Maples (ELA Admin Lead)</p>	05/31/2024		
	<p><b>[A 4.1.3] A 4.1.3 Foundational Literacy Intervention</b></p> <p>Belle Forest will utilize one-one-one tutoring and online assessment tools as a tiered intervention method for K-2 students. To meet students' individual needs, teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the school wide RTI2 time block. Small group instruction will provide an individualized approach to the content.</p>	<p>Latonya Williams (K-2nd ELA Instructional Facilitator), Shelia Fitzgerald (Interventionist )</p>	05/30/2025		

	In a timely manner, students will be provided with additional resources as a result of RTI2 process. Identified students will be given dedicated, virtual, face-to-face time with teachers and additional computer assisted instruction on a daily basis for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process.				
<p><b>[S 4.2] Early Literacy Opportunities</b> By October 2024, Belle Forest's will designate one instructional facilitator to support K-2 teachers with implementing high quality foundational literacy instruction and strategies for all students, including those in the TSI identified subgroups of BHN and black.</p> <p>By May 2024, Belle Forest's instructional facilitator will conduct monthly review of support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed; Bi-annual Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine the instructional facilitators implementation of the 3 major components of a comprehensive literacy block.</p> <p><b>Benchmark Indicator</b> Belle Forest will conduct monthly review of the instructional facilitators support logs and walk-throughs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed. Bi-annual classroom observations from district instructional literacy advisors to determine implementation of the 3 major components of a comprehensive literacy block.</p>	<p><b>[A 4.2.1] A 4.2.1 Tennessee Academic Standards Alignment</b> During the 2024-2025 school year, Belle Forest Community School will increase teacher effectiveness in-effort to implement rigorous curriculum provided by Shelby County Schools. In addition, all educators will expose students to aligned quality core instruction in-order to meet the expected level rigor held within the Tennessee Department of Education's academic standards. BFCS will expose students to task and assessments that are individualized based on their academic level to ensure academic excellence and success. All students will be exposed to assessments that are aligned to Tennessee Academic Standards.</p>	Latonya Williams (K-2 Instructional Facilitator), Shelia Fitzgerald (interventionist )	05/30/2025		
	<p><b>[A 4.2.2] A 4.2.2 Secure supplies, materials, equipment, and support for academic instruction</b> Professional Learning Coach will secure supplies,</p>	Dorcea Brown (PLC Coach)	05/30/2025		

	materials, equipment, and support for academic instruction.				
	<p><b>[A 4.2.3] A 4.2.3 Rigorous Effective Instruction through Explicit Direct Instruction</b></p> <p>During the 2024-2025 school year, Belle Forest's Kindergarten through second grade educators will use the following four instructional practices to address literacy needs: Design performance-based objective accessible to students, teachers and observers linked to the content and a higher order thinking opportunity or a worthwhile mathematical task. Curriculum-driven opportunities to determine the meaning of general and domain content/specific words and phrases [academic language] before and during reading. Lessons characterized by gradual release of responsibility [from teacher dependence to student independence]. Curriculum-driven opportunities for students to compose original informational texts from sources and/or curriculum-driven opportunities to compose original narratives. District Reading staff, coupled with Belle Forest's Instructional Leadership team, will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. Professional development will be on-going and address the alignment between the SCS curriculum and the State's standards. Strategies will be shared to address test taking skills that align with TN Academic Standards.</p>	<p>Latonya Williams (KK-2nd Instructional Facilitator), Shelia Fitzgerald (Interventionist )</p>	05/30/2025		