

**Strategic Plan- Principal's Annual Summary for the 2018-19 School Year  
Belle Grove Elementary School**

At Belle Grove Elementary we believe that every student can succeed at meeting or exceeding grade level expectations as we work towards closing the achievement gaps in both reading and mathematics. Knowing that academic achievement is our ultimate goal, we continue to target Strategic Plan Indicator 5 (Increase the percentage of students who read on or above grade level by the end of second grade) and Indicator 6 (Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments); in addition to working on Indicator 3 (Increase the use of restorative practices in schools and offices) to build a positive community in our classrooms and throughout the school. Our intention is to establish a foundation of strong relationships, positive community, and rigorous and engaging standards-based instruction in order to achieve student academic growth and success.

During the 2018-2019 school year, Belle Grove Elementary made some great strides in working with our students on their academic and social-emotional needs. In addition to implementing daily morning meetings, we also implemented components of Restorative Practices. Our staff also worked together to build the foundational reading and math skills necessary within our individualized/ small group instruction. Within these groups, we differentiated instruction based on the needs of our students and monitored progress to extend or reteach math and literacy skills.

Our students have shown the following academic progress during the 2018-19 school year:

- Demonstrated growth in the administration of F&P Reading Benchmark assessment from January 2019 to May 2019. Students grew from 41% to 48% meeting or exceeding grade-level expectations.
- In grades 2, 3, and 4, 25% of students met or exceeded expectations for the 3rd Marking Period Reading Quarterly Assessment, which is an increase from 8% of students for the 2nd Marking Period assessment.
- The number of students scoring a 4/5 on PARCC Reading in Grade 4 grew from 22% - 28%. This same group of students increased meeting/exceeding expectations by 2% from the previous year.
- PARCC Reading and Math data in 2018-2019 did not show growth from the previous year as there was a 4.6% decrease in ELA and a 7.7% decrease in Mathematics.

As we look toward the 2019-2020 school year, Belle Grove Elementary is staying the course and focusing on improving our Fountas and Pinnell reading levels (Indicator 5). We, as a staff, are working on creating a love of literacy as we are building our classroom libraries to reflect student interests and to include books for students to read on their current levels. We are also focusing on how we can be diagnostic with monitoring our data to move students to the next reading level. Classroom teachers will be conferring with students and collecting data to make instructional decisions for future lessons.

As we work to increase the percentage of students who meet or exceed expectations on standardized assessments (Indicator 6), our staff is building and refining

our Collaborative Decision Making (CDM) process so that we can work together to create a framework to support student achievement and success through: early intervention, evidence-based practices, collaborative teaming, and ongoing progress monitoring for students who do not make adequate progress. Our professional development will focus on not only our academic needs, but also on how we are addressing our students needs socially and emotionally.

Also for the 2019-2020 school year, a new Instructional Behavioral Interventionist position was added to our staff to work with groups of students who need support in problem solving and interacting positively with their peers. In addition, our Positive Behavior Intervention System (PBIS) Core team will be delivering professional development to the entire staff focusing on how poverty and trauma affect students and their academic performance, and strategies for supporting those in need.

As a result of the addition of the Behavioral Interventionist position and the social and emotional supports for our students that are currently in place, we have decided to shift our focus from Indicator 3 (Increase the use of restorative practices in schools and offices) to Indicator 2 (Increase the percentage of students who report that AACPS staff care for and support them). We know that learning does not take place without relationships.

We are looking forward to working and continuing our growth in the 2019-2020 school year!

Mark McCalpin  
Principal - Belle Grove