



# BRES 25-26

## SCHOOL IMPROVEMENT PLAN

### AT-A-GLANCE

**Goal # 1: In 2025-2026, students taking the Milestones ELA assessment will meet or exceed the 3% achievement improvement targets.**

- Action Step 1: Instructional staff will participate in high quality professional learning that addresses effective co-teaching and co-planning strategies, structured literacy, the science of reading, comprehension, differentiation, dyslexia, and / or writing instruction to improve student achievement.
- Action Step 2: All students will participate in universal screening at least twice per school year to measure current level of performance and growth in reading. The results of this screening will drive Tier I instruction and be used as an indicator for interventions in the MTSS process.
- Action Step 3: All classes will be structured so that there is a dedicated time for whole group and small group instruction. Students will receive targeted instruction during small group time in the form of interventions and/or enrichment activities to pull them to the next level. Personnel such as special education teachers, reading interventionists, intervention teachers, homeroom teachers and paraprofessionals will be scheduled to assist with targeted instruction during this time.
- Action Step 4: All teachers will participate in professional learning communities to disaggregate summative and formative data to drive instruction. Substitutes and stipends will be provided as needed.
- Action Step 5: Instructional staff will be provided resources (materials, training, texts, supplies, equipment, and software) to support differentiated and enhanced Tier I instruction for all students.
- Action Step 6: The parent liaison will organize at least one workshop to support literacy instruction.

**Goal # 2: In 2025-2026, students taking the Milestones Math assessment will meet or exceed the 3% achievement improvement targets.**

- Action Step 1: Instructional staff will be provided high quality professional learning including co-planning and co-teaching as well as resources (materials, training, texts, supplies, equipment, and software) to support STEM/STEAM methodologies, differentiated and enhanced Tier I instruction for all students. Substitutes and stipends will be provided to accomplish this action step.
- Action Step 2: All students will participate in universal screening at least twice per school year to measure current level of performance and growth in math. The results of this screening will drive Tier I instruction and be used as an indicator for interventions in the MTSS process.
- Action Step 3: All classes will be structured so that there is a dedicated time for whole group and small group instruction. Students will receive targeted instruction during small group time in the form of interventions and/or enrichment activities to pull them to the next level. Additionally, students will be provided instruction for scientifically based research strategies and STEM/STEAM methodologies. Personnel such as special education teachers, intervention teachers, homeroom teachers and paraprofessionals will be scheduled to assist with targeted instruction during this time.
- Action Step 4: Teachers and other faculty members will work collaboratively to integrate STEM/STEAM methodologies and strategies to support CTAE during Tier I instruction.
- Action Step 5: The parent liaison will organize at least one workshop to support numeracy, mathematical understanding, and STEM/STEAM methodologies.

**Goal # 3: In 2025-2026, Blue Ridge Elementary will provide academic, emotional, social, and behavioral support to students to encourage engagement in their education, build academic resilience in students, and promote good physical, mental, and emotional health.**

- Action Step 1: All students will have the opportunity to participate in extracurricular activities through clubs outside of the regular school day and BONUS days during activity periods to promote the development of well-rounded students.
- Action Step 2: All faculty and staff will focus on a positive school climate including behavior supports, materials, supplies, equipment, training, and professional learning to support this initiative and social-emotional learning. Substitutes, and stipends will be provided as needed.
- Action Step 3: All instructional staff will be provided with technology support through professional learning, including assistive technology to enhance the learning environment for all students. Additionally, students will be provided the technology that is necessary to support their individual needs as they arise. Substitutes, and stipends will be provided as needed.
- Action Step 4: Faculty and staff, parents, and applicable stakeholders will be provided with training to encourage students to improve attendance throughout the school year. Additionally, students will be provided with incentives to attend school on a regular basis.
- Action Step 5: School faculty and staff members will be provided with materials and evidence-based professional learning to support academic, emotional, behavioral, physical, and social development of students to ensure the development of safe and healthy students. This includes professional learning on mental health and suicide awareness. Substitutes, and stipends will be provided as needed.