



# **Comprehensive School Improvement Plan**

**Bell Elementary School**  
**Wayne County**

Derrick Harris, Principal  
278 Kenny Davis Blvd  
Monticello, KY 42633

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	All indicators are filled in in the attached diagnostic. 2 Self-Selected Indicators have been added (# of Teachers Reading Recovery Trained, # of Teachers AVMR Trained).	Bell Elementary School Equity Diagnostic 2016-2017

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

From the data chart it can quickly identified that our largest percentage of students fall into the "students from poverty" category. We have 79.61% of our students in this category! Another trend was that we have about the same number of ESL students as Students with Disabilities. So, it seems effective the way we have our students distributed to homerooms. Each year one family of teachers takes the ESL population at that grade level, while the other takes the students with disabilities. This rotates yearly. It makes scheduling for ESL services and special education collaboration/pull-out much easier to manage. It also seems to be fair sense the number of students in each of these two categories are about the same. I saw that the majority of our teachers (83.87%) are experienced, with 4 or more years under their belts. On the self-selected indicator, it was motivating to see that we have 32.25% of our staff trained in AVMR (Add+Vantage Math Recovery)!

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Our leadership is certain that all students have equitable access to effective educators within the school, due to the following: All of our teachers meet the criteria for highly qualified and none of them are teaching out-of-field. Of our 31 certified teachers, only 5 of them have fewer than 4 years experience so the majority of our staff are considered experienced educators. Our minority population is low, with 92.7% of our students being White/Caucasian. Our minority students have equal access to highly qualified, effective and experienced teachers.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	Although current data is already higher than the district or stat, goal data set up to progressively improve from year to year.	Bell Elementary School Equity Goals 2016-2017

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## **Goal 1:**

Achievement Gap Reduction: English Language Learners

## **Measurable Objective 1:**

80% of English Learners students will demonstrate a proficiency by meeting benchmark in Reading by 06/30/2017 as measured by the DIBELS NWF and ORF assessments.

## **Strategy1:**

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coach, Principal

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

## Strategy2:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An

Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive

Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and

Gay Su Pinnell

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Data Analysis committee

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Academic Support Program Parent Involvement	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

**Strategy3:**

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Regular Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Community Engagement Parent Involvement	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Family Resource staff

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Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Parent Involvement Community Engagement	10/17/2016	03/27/2017	\$0 - No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

## Strategy4:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

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Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Academic Support Program Direct Instruction	09/01/2016	06/30/2017	\$0 - No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

Activity - ESL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.</p>	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, ESL Support Staff

## Goal 2:

Learning Environment

### Measurable Objective 1:

collaborate to establish and maintain a positive learning environment by 06/30/2017 as measured by decreased discipline referrals and increased student performance (MAP, DIBELS, F&P, Literacy Block Screeners)..

### Strategy1:

PBIS - Staff school-wide will implement and maintain a Positive Behavioral Intervention and Supports (PBIS) system.

Category: Management Systems

Research Cited: PBIS

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Activity - PBIS Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated to write lesson plans with procedures and expectations for each common area of the school. Teachers will teach lesson plans during the first weeks of school and review throughout (upon returning from extended school breaks, as needed, etc.)	Behavioral Support Program Direct Instruction	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers

Activity - Class Dojo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Class Dojo program to document positive/negative behaviors, reward positive behaviors with Dojo points, and communicate with parents via messages about behavior. Parents are able to access their child's Dojo account and receive communications from teachers regarding behavior.	Technology Behavioral Support Program Parent Involvement	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers

Activity - Dojo Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will operate a reward system based on accumulated Dojo points. Students will have access to the store once a month and will be able to "cash in" points for prizes and privileges.	Behavioral Support Program	09/01/2016	06/30/2017	\$0 - Other	Principals, Teachers, Family Resource, Parent Volunteers

Activity - Common Area Posters/Powerpoints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS posters with prompts and reminders were created and hung in each common area of the school. School staff are to refer to posters and give students prompts for incorrect behaviors (including citations) and praise for positive behaviors (including DOJO points). Staff will also review PBIS Powerpoints with students at the beginning of the school year and as needed throughout the school year.	Behavioral Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Principals, Teachers, Support Staff

### Goal 3:

2016-2017 GAP Goal

### Measurable Objective 1:

80% of Hispanic or Latino students will demonstrate a proficiency through increase in their RIT score in Reading by 06/30/2017 as measured by the Primary MAP Reading Assessment.

### Strategy1:

First Grade Literacy Block - Bell Elementary contains two groups, or families, of first grade students on the same schedule (one family contains five homerooms, the other contains four homerooms). In August 2016 all first grade students will be given the Literacy Block Screener which consists of several assessments: Letter Identification, Concepts About Print (C.A.P.), Fountas and Pinnell Benchmark Reading Assessment (F&P) to gauge reading text level, a Writing Spree, and first grade Dolch Sight Word Test. The principal, counselor,

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curriculum coach, and two trained Reading Recovery interventionists will study and compile the data from the assessments in the Literacy Block Screener. Two back to back forty minute Literacy Blocks will be scheduled (one per family). Students in each family will be grouped, with no more than six students per group, based on similar reading text level (and other assessments). A Literacy Block Team of 20 teachers and para-professionals will be formed and trained on how to direct a Comprehensive Intervention Model-like guided reading group. This team will administer guided reading lessons for 40 minutes to their group(s) of students four days per week where students will read text on, or close, to their instructional/cutting-edge level, work with words, and write. The Literacy Block Team will take running records to progress-monitor reading growth. Every first grade student will receive Literacy Block in addition to whole group reading instruction, small, guided reading instruction, and literacy stations.

Category: Other - Student Support

Research Cited: Marie Clay, Literacy Lessons Designed for Individuals (Part One and Part Two), An Observation Survey of Early Literacy Achievement, Reading Recovery, Linda Dorn, Apprenticeship in Literacy, Comprehensive Intervention Model, Concepts About Print, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell, Edward William Dolch

Activity - Literacy Block Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Running Record Training, 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2015	08/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

## Strategy2:

Reading Recovery Training - Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.

Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.

Category: Professional Learning & Support

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3

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Activity - Reading Recovery Training for Delivery of 1:1 and Small Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.</p> <p>Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.</p> <p>Teachers will utilize their in-depth training to work with the very lowest first grade readers 1:1. Each Reading Recovery teacher will pull 4 first grade students 1:1, 5 days per week. This is in addition the child's Literacy Block and homeroom 90 minute reading block. Reading Recovery teachers will work daily with the children on familiar reading, running record of leveled text, new reading of leveled text, letter work, breaking, word work, and analysis of fluent writing. Students will also compose a written message during each lesson, and work on gaining fluency of constructed words. They will work on spacing, sequence, and phrasing with their cut up sentence.</p> <p>In small group, students will be pulled (no more than 6 per group) to work on similar skills as those covered during the 1:1 lessons. Skills will be covered over a couple days vs. all in one lesson. Running records will be taken for progress monitoring of students weekly.</p>	Academic Support Program Professional Learning	09/01/2016	06/30/2017	\$109000 - Title I Schoolwide	Reading Recovery Interventionists, Tompkinsville Reading Recovery Teacher Leader(s), University of Kentucky Dr. Judy Embry

### Strategy3:

2nd Grade RTI Block - All second grade students will be administered the "Where to Start Word Test" portion of the Fountas and Pinnell Benchmark Reading Assessment to gauge approximate instructional guided reading text levels. From there the bottom 20% will be identified in each second grade homeroom and administered the full assessment. The principal, school counselor, and curriculum coach will study this data and group the bottom 20% of second grade students as a whole into similarly-leveled guided reading groups. RTI teachers and support staff will pull groups (no more than 5-6 per group) for 40 minutes, 5 days per week to work with them right at their "cutting-edge" on reading text, word analysis skills, and writing.

Category: Learning Systems

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment, Response to Intervention

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Activity - Literacy Block Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The same skills learned at the Literacy Block Training will be used to implement guided reading lessons during the second grade RTI block.</p> <p>Teachers and support staff took part in a Running Record Training, a 4-Day Literacy Block Plan, F&amp;P Training, C.A.P. Training</p>	Professional Learning	04/22/2016	09/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

## Goal 4:

Student Achievement and Growth 2016-2017

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency by reading at a text level J or higher in first grade and a text level M or higher in second grade in Reading by 06/30/2017 as measured by the Fountas and Pinnell Benchmark Reading Assessment.

### Strategy1:

Progress Monitoring of Reading - All first and second grade students will be progress monitored at a minimum of once every two weeks to monitor progress and current reading abilities.

Category: Continuous Improvement

Research Cited: Irene Fountas and Gay Su Pinnell, Marie Clay, Linda Dorn, University of Oregon DIBELS Data

Activity - Running Records of Leveled Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In first grade both teachers and para-educators assigned to leading a Literacy Block group must take a weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. Current reading levels will be continually displayed on the school Literacy Block data wall.</p> <p>In second grade para-educators and teachers working with the bottom 20% of students in reading RTI must take a bi-weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. RTI para-educators and teachers will meet monthly with the principal and district psychologist to look at progress monitoring data and come up with a plan of attack for moving the students forward either in continuing RTI or in special education referral based on data.</p>	Direct Instruction	08/10/2016	06/30/2017	\$0 - No Funding Required	All first grade teachers, RTI teachers, trained para-educators leading a Literacy Block or RTI group, principal, district psychologist

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Activity - Fountas and Pinnell Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student in first and second grade will be progress monitored in reading at a minimum of three times per year using the Fountas and Pinnell Benchmark Reading Assessment. The assessment will yield the current reading levels of students at fall, winter, and spring testing periods. Students will be grouped for Literacy Block in first grade and selected for receiving RTI services in second grade based on this data. Students in both grades will also have the opportunity to attend Extended School Services for assistance in reading if they fell below benchmark on the assessment.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, Literacy Block instructors, RTI teachers/para-educators, curriculum coach

Activity - Reading Recovery Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000 - Title I Part A	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

Activity - DIBELS Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom and special education teachers must progress monitor students bi-weekly that did not meet benchmark on the DIBELS assessments. First grade teachers will progress monitor students in both nonsense word fluency (NWF) and oral reading fluency (ORF) throughout the school year. Second grade teachers will only progress monitor students who fell below benchmark in oral reading fluency (ORF).	Direct Instruction	10/17/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, para-educators, special education teachers

## Strategy2:

Reading Support Services - Students will work through their reading difficulties through a variety of reading support services offered at the school.

Category: Learning Systems

Research Cited: Irene Fountas, Gay Su Pinnell, Marie Clay, FCRR, Linda Dorn, Rick Stiggins

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000 - Title I Part A	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

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Activity - Target Recovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in first and second grade (even those not identified as RTI) have a set "Target Recovery" block each day. During this time the homeroom teacher pulls students that did not master learning targets that day to her table to work with them 1:1 or in small groups to reteach for mastery. Meetings are held each Thursday with other teachers in the same grade level as well as the school principal to discuss the students who need reteaching and what strategies/skills are going to be utilized to administer this intense instruction. If the same children are continually identified as needing reteaching, this is data is used in RTI or special education referral.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, principal, RTI or special education teacher upon referral

Activity - Second Grade Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The bottom 20% of second grade students (not serviced in special education) as measured by the Fountas and Pinnell Benchmark Reading Assessment were identified for receiving RTI in reading. RTI teachers and para-educators work with students 5 days per week for 30 minutes each day. They work through the same 4 day plan, modeled after the Comprehensive Intervention Model. Students work in text right on their instructional reading level and are progress monitored bi-weekly via running records on cold reads.	Academic Support Program	09/06/2016	06/30/2017	\$0 - No Funding Required	RTI Teachers, para-educators, special education teachers (on referral), district psychologist, principal

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not meet benchmark on the Fountas and Pinnell Benchmark Reading Assessment are eligible to stay (with parent permission) for Extended School Services. Instructors are trained in running records and the 4 day Literacy Block Plan and are experienced with delivering small guided reading group instruction on a daily basis. Students are grouped based on reading text levels and work in small guided reading groups during ESS once per week after school from Fall Break to Spring Break.	Academic Support Program	10/26/2016	03/29/2017	\$5100 - Other	Teachers, para-educators

Activity - Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All first grade students will be pulled for 40 minutes, 4 days per week in a small guided reading group with students on a reading level on or close to their own. Teachers/paras will work through a 4 day plan modeled after the Comprehensive Intervention Model. Students will reread a familiar text, become oriented to the new book, take two readings through the new text, complete independent activities, read text for running records, discuss writing prompts, write sentences, arrange their cut-up sentence, and complete word work activities.	Academic Support Program	09/06/2016	06/30/2017	\$22000 - Title I Schoolwide	Reading Recovery Interventionists, Homeroom Teachers, Special Education Teachers, Para-educators



# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## Stakeholders

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

- \* Derrick Harris, Principal
- \* Britany Carrender , Teacher
- \* Heather Lewis , Teacher
- \* Jessica Phillips, Instructional Coach
- \* 44 parents in first and second grade homerooms invited to rate our school on the "Missing Piece" diagnostics pertaining to parents.
- \* Kim Lasley, Family Resource
- \* Renee Kennett, Assistant Principal/School Counselor

## Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# Comprehensive School Improvement Plan

Bell Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

**Decision Making**

Overall Rating: 2.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# Comprehensive School Improvement Plan

Bell Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

### **Reflect upon your responses to each of the Missing Piece objectives.**

Our committee of stakeholders identified the following areas of strength pertaining to the Missing Piece objectives at Bell Elementary:

-Our Family Resource Center staff is very active and effective in collaboration and relationship building with parents, business partners, and the community. Their efforts serve as a bridge between our school and community stakeholders.

-Parents feel our school is very effective at communicating student progress through parent conferences (both scheduled and informal), and our report cards, phone calls, meetings regarding any needed additional services (RtI, special education, counseling, etc.) use of Remind 101 and Class Dojo.

-Parents feel our school has a welcoming atmosphere when they visit. Parents report on the staff to allow their visits and input, with smiling faces, and an accommodating nature.

Our committee of stakeholders identified the following areas of improvement pertaining to the Missing Piece objectives at Bell Elementary:

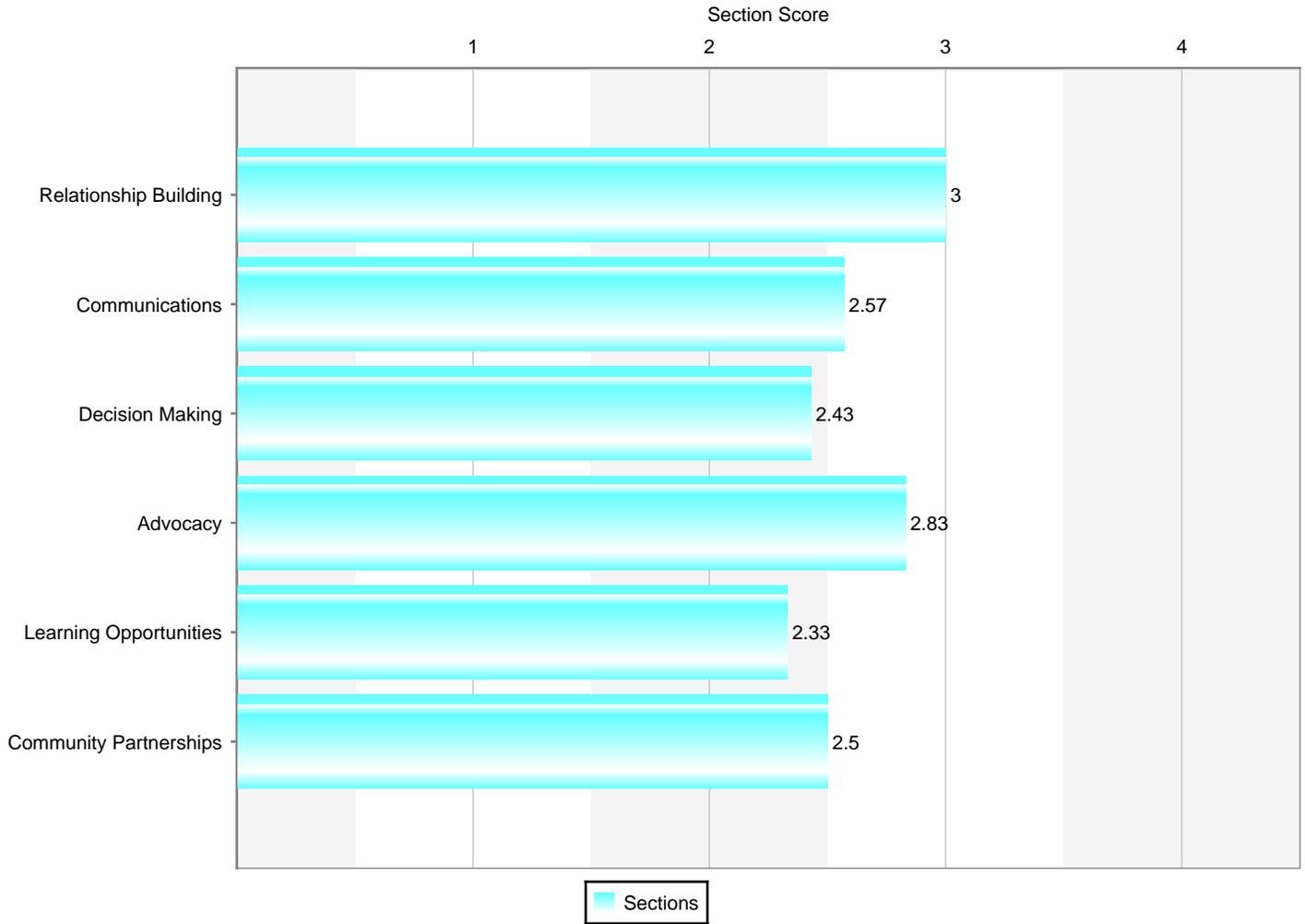
-We found that we could be more intentional about hosting regular parent workshops to educate parents on the best ways to advocate for and contribute to the successful education of their child.

-We feel that we could be more intentional about providing general information about curricular initiatives (e.g. Kentucky Core Academic Standards/Common Core, Reading Recovery, Leveled Text Expectations, best practices in math & writing, etc.) in an effort to educate parents. Ideas include creating brochures/flyers to be available at open house and parent teacher conferences, as well as posted on the school website. As well as inviting parents in to observe Reading Recovery lessons "Behind the Mirror" (newly constructed this year) to obtain strategies and ideas for working with their child in reading at home.

-Our school feels we will need to find ways to include business partnerships as described in the Missing Piece objectives. We currently have some collaboration with local businesses but not to the level described in this diagnostic. Our school/committee will need to explore ways to meet this objective.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

**Parent Survey:**

The school invites parents to rate the school on various measures to inform the improvement plan.

**School Committees:**

SBDM committees comprised of school and community stakeholders meet monthly to examine, plan, and execute various initiatives within the school. Committees reflect and report monthly to the SBDM/administration. Feedback from committees is used to inform the improvement plan.

**Curriculum Coach:**

Oversees program review process, facilitates PLC meetings, and collaborates with various stakeholders (Literacy Block Instructors, Reading Recovery Interventionists, RTI Teachers, & Enrichment teachers, PLCS/A&H teachers, etc.) then uses feedback from these processes to inform the development of the school improvement plan.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Representation in this process includes administration (principal, assistant principal, SBDM members), Family Resource representatives, parents, teachers, and other school staff. Their responsibilities in this process includes actively attending and participating in meetings to examine and reflect on the success of the overall school program. Parents will complete a survey. Feedback from these groups is used to inform the improvement plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is shared with staff in PLC/staff meetings. Staff responsible for implementing specific strategies/activities within the plan are notified of the timeline and their responsibilities. The final plan is posted on the school website for all stakeholders to examine and shared at a SBDM meeting.

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Question(s) about the data:

How effective is our instructional program? How successful are our students? Which areas of our overall instructional program are strengths and which are areas in which growth is needed?

What the data tells us:

On multiple sources of data (MAP, F&P, DIBELS), our student's performance in reading is low. Our RTI triangle is essentially inverted, with close to half of our first and second grade students performing below benchmark in reading, thus requiring reading interventions.

What the data does not tell us:

Why. The data does not indicate why, despite professional development on the components of reading, purchases of additional texts and resources (Scholastic Bookroom, F&P assessment kits, Lexia program, etc.) and increased efforts in the area of reading (which has been addressed on our CSIP each year), our overall school performance is still poor.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Our KDE Program Reviews in Arts & Humanities and Practical Living/Career Studies show that the implementation of both programs are strong. Efforts to continue the current level of performance in these areas are underway.

Our school employs a shared leadership model and has been featured in Kentucky Teacher and on the KDE website in an article about true teacher leadership.

Administrators in our building score strongly on the Administration & Leadership portion of all program review rubrics. Our principal, along with our teacher leaders, continues to assess the needs of our school in order maintain learning centered leadership.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Reading continues to be our primary area of concern. We plan to address this by continuing and adding to the efforts in reading instruction we have put in place this past school year. One of the greatest changes we've dedicated ourselves to is the training of 2 teachers in Reading Recovery Intervention this 2016-2017 school year. Those two teachers attend 3 hour trainings weekly and put their learning to practice daily with our lowest first grade readers. Each teacher services 4 Reading Recovery students for 30 minutes, 5 days per week, for 20 weeks (or less, if the child reaches grade level), as well as services struggling first graders in small guided reading groups. Our Reading Recovery Interventionists have played a huge role in our PLC's this year, sharing their learning and videos of their lessons with homeroom teachers to build a capacity for quality reading instruction/intervention. We have also implemented a Literacy Block across all first grade this year, in addition to the 90 minute homeroom reading block. Every first grader participates in a 40 minute small guided reading group 4 days per week, reading texts on/close to their instructional level. Our second grade has re-vamped reading RTI and closely modeled small guided reading groups after our Literacy Block plan. This is the second year of implementing our core reading program, Reading Street. We have and will intensely monitor progress through daily running records of Reading Recovery students, weekly running records of Literacy Block students and second grade RTI students, and bi-weekly running records of all second grade students not in RTI. This year ALL teachers are administering the Fountas and Pinnell Benchmark Reading Assessment at least 3 times on their entire class to gauge reading growth, set up small guided reading groups, shape RTI groups, and Literacy Block groups in an effort to continually meet the needs of our students. Teachers progress monitor those below benchmark on DIBELS bi-weekly with DIBELS progress monitoring probes. Teachers also allow students to complete MAP skills checklists, as well as complete district reading checklists 3 times per year. Teachers have recorded individual students reading at the beginning of the year and will record at the middle and end of the year to track growth. Recorded readings are chosen and shared during weekly PLC meetings so that student's reading strategies/deficits can be discussed and a game plan for that student (or students like that student) can be made. All students that were below benchmark on the F&P were also invited to stay for ESS, the majority of which committed to stay. Students are grouped by reading level and additional guided reading lessons are delivered during this time. We have also made an effort this year to allow all third load students to complete an extra Lexia Reading session in the computer lab while they wait for their bus load.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

After analyzing data, we know that reading is our major area of concern. We will be intently and intensely focusing our efforts here to address the gaps in reading achievement.

# **2016-2017 Plan for Closing the Achievement Gap**

## **Overview**

### **Plan Name**

2016-2017 Plan for Closing the Achievement Gap

### **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	Achievement Gap Reduction: English Language Learners	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$0
2	Learning Environment	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	2016-2017 GAP Goal	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$131000

## Goal 1: Achievement Gap Reduction: English Language Learners

### Measurable Objective 1:

80% of English Learners students will increase student growth on RIT scale score in Reading by 06/30/2017 as measured by the Primary MAP Reading assessment..

### (shared) Strategy 1:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0	No Funding Required	Teachers, Curriculum Coach, Principal

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal

### (shared) Strategy 2:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy

## Comprehensive School Improvement Plan

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Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

Activity - ESL Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction, Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Principal, ESL Support Staff

Activity - RTI Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Direct Instruction, Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

### (shared) Strategy 3:

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Regular Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Bell Elementary School

School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Community Engagement, Parent Involvement	09/01/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, Family Resource staff
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Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Community Engagement, Parent Involvement	10/17/2016	03/27/2017	\$0	No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

### (shared) Strategy 4:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Data Analysis committee

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

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<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	<p>Parent Involvement, Academic Support Program</p>	<p>08/10/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists</p>
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Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.</p>	<p>Professional Learning</p>	<p>08/16/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Curriculum Coach, Data Analysis Committee, Teachers, Principal</p>

## Measurable Objective 2:

80% of English Learners students will demonstrate a proficiency by meeting benchmark in Reading by 06/30/2017 as measured by the DIBELS NWF and ORF assessments.

### (shared) Strategy 1:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.</p>	<p>Professional Learning</p>	<p>08/16/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, Curriculum Coach, Principal</p>

## Comprehensive School Improvement Plan

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Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal

### (shared) Strategy 2:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

Activity - ESL Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction, Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Principal, ESL Support Staff

Activity - RTI Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Bell Elementary School

<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Direct Instruction, Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff
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### (shared) Strategy 3:

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Regular Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Community Engagement, Parent Involvement	09/01/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, Family Resource staff

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Community Engagement, Parent Involvement	10/17/2016	03/27/2017	\$0	No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

### (shared) Strategy 4:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

SY 2016-2017

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## Comprehensive School Improvement Plan

Bell Elementary School

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Data Analysis committee
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Parent Involvement, Academic Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0	No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

## Goal 2: Learning Environment

### Measurable Objective 1:

collaborate to establish and maintain a positive learning environment by 06/30/2017 as measured by decreased discipline referrals and increased student performance (MAP, DIBELS, F&P, Literacy Block Screeners)..

### Strategy 1:

PBIS - Staff school-wide will implement and maintain a Positive Behavioral Intervention and Supports (PBIS) system.

Category: Management Systems

Research Cited: PBIS

Activity - PBIS Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborated to write lesson plans with procedures and expectations for each common area of the school. Teachers will teach lesson plans during the first weeks of school and review throughout (upon returning from extended school breaks, as needed, etc.)	Behavioral Support Program, Direct Instruction	08/05/2015	06/01/2016	\$0	No Funding Required	Teachers
Activity - Common Area Posters/Powerpoints	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS posters with prompts and reminders were created and hung in each common area of the school. School staff are to refer to posters and give students prompts for incorrect behaviors (including citations) and praise for positive behaviors (including DOJO points). Staff will also review PBIS Powerpoints with students at the beginning of the school year and as needed throughout the school year.	Behavioral Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Principals, Teachers, Support Staff
Activity - Class Dojo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Class Dojo program to document positive/negative behaviors, reward positive behaviors with Dojo points, and communicate with parents via messages about behavior. Parents are able to access their child's Dojo account and receive communications from teachers regarding behavior.	Behavioral Support Program, Parent Involvement, Technology	08/10/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Dojo Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School will operate a reward system based on accumulated Dojo points. Students will have access to the store once a month and will be able to "cash in" points for prizes and privileges.	Behavioral Support Program	09/01/2016	06/30/2017	\$0	Other	Principals, Teachers, Family Resource, Parent Volunteers
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### Goal 3: 2016-2017 GAP Goal

#### Measurable Objective 1:

80% of Hispanic or Latino students will demonstrate a proficiency through increase in their RIT score in Reading by 06/30/2017 as measured by the Primary MAP Reading Assessment.

#### Strategy 1:

Reading Recovery Training - Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.

Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.

Category: Professional Learning & Support

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3

Activity - Reading Recovery Training for Delivery of 1:1 and Small Group Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

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<p>Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.</p> <p>Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.</p> <p>Teachers will utilize their in-depth training to work with the very lowest first grade readers 1:1. Each Reading Recovery teacher will pull 4 first grade students 1:1, 5 days per week. This is in addition the child's Literacy Block and homeroom 90 minute reading block. Reading Recovery teachers will work daily with the children on familiar reading, running record of leveled text, new reading of leveled text, letter work, breaking, word work, and analysis of fluent writing. Students will also compose a written message during each lesson, and work on gaining fluency of constructed words. They will work on spacing, sequence, and phrasing with their cut up sentence.</p> <p>In small group, students will be pulled (no more than 6 per group) to work on similar skills as those covered during the 1:1 lessons. Skills will be covered over a couple days vs. all in one lesson. Running records will be taken for progress monitoring of students weekly.</p>	<p>Professional Learning, Academic Support Program</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$109000</p>	<p>Title I Schoolwide</p>	<p>Reading Recovery Interventionists, Tompkinsville Reading Recovery Teacher Leader(s), University of Kentucky Dr. Judy Embry</p>
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**Strategy 2:**

First Grade Literacy Block - Bell Elementary contains two groups, or families, of first grade students on the same schedule (one family contains five homerooms, the other contains four homerooms). In August 2016 all first grade students will be given the Literacy Block Screener which consists of several assessments: Letter Identification, Concepts About Print (C.A.P.), Fountas and Pinnell Benchmark Reading Assessment (F&P) to gauge reading text level, a Writing Spree, and first grade Dolch Sight Word Test. The principal, counselor, curriculum coach, and two trained Reading Recovery interventionists will study and compile the data from the assessments in the Literacy Block Screener. Two back to back forty minute Literacy Blocks will be scheduled (one per family). Students in each family will be grouped, with no more than six students per group, based on similar reading text level (and other assessments). A Literacy Block Team of 20 teachers and para-professionals will be formed and trained on how to direct a Comprehensive Intervention Model-like guided reading group. This team will administer guided reading lessons for 40 minutes to their group(s) of students four days per week where students will read text on, or close, to their instructional/cutting-edge level, work with words, and write. The Literacy Block Team will take running records to progress-monitor reading growth. Every first grade student will receive Literacy Block in addition to whole group reading instruction, small, guided reading instruction, and literacy stations.

Category: Other - Student Support

Research Cited: Marie Clay, Literacy Lessons Designed for Individuals (Part One and Part Two), An Observation Survey of Early Literacy Achievement, Reading Recovery, Linda Dorn, Apprenticeship in Literacy, Comprehensive Intervention Model, Concepts About Print, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell, Edward William Dolch

# Comprehensive School Improvement Plan

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Activity - Literacy Block Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Running Record Training, 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2015	08/26/2016	\$0	No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

Activity - Literacy Block Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reader sets, Reading A-Z leveled reader subscription, common alphabet charts, strips, and posters, tubs, magnetic letter sets, letter containers, white boards, markers, erasers, easels, glue sticks, envelopes, and sentence strips were purchased as necessary materials to get the Literacy Block started/continuing for first grade students throughout the school year.	Academic Support Program	08/01/2016	08/31/2016	\$22000	Title I Schoolwide	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

### Strategy 3:

2nd Grade RTI Block - All second grade students will be administered the "Where to Start Word Test" portion of the Fountas and Pinnell Benchmark Reading Assessment to gauge approximate instructional guided reading text levels. From there the bottom 20% will be identified in each second grade homeroom and administered the full assessment. The principal, school counselor, and curriculum coach will study this data and group the bottom 20% of second grade students as a whole into similarly-leveled guided reading groups. RTI teachers and support staff will pull groups (no more than 5-6 per group) for 40 minutes, 5 days per week to work with them right at their "cutting-edge" on reading text, word analysis skills, and writing.

Category: Learning Systems

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment, Response to Intervention

Activity - Literacy Block Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The same skills learned at the Literacy Block Training will be used to implement guided reading lessons during the second grade RTI block.  Teachers and support staff took part in a Running Record Training, a 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2016	09/26/2016	\$0	No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

## Comprehensive School Improvement Plan

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Activity - Running Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The third Friday of every month, RTI teachers and support staff will take running records on their students to gauge current instructional reading levels. Homeroom teachers must also administer bi-weekly running records on the bottom 20% of second grade readers. This data will be analyzed and shared with the district psychologist, principal, counselor, and curriculum coach to determine if students are making adequate growth in reading with intense interventions. Student's whose data does not show adequate growth may be even more closely monitored and offered as a candidate for receiving special education services.</p>	Direct Instruction	09/01/2016	06/30/2017	\$0	No Funding Required	Homeroom teachers, RTI teachers, RTI support staff, principal, school counselor, curriculum coach, district psychologist

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dojo Store	School will operate a reward system based on accumulated Dojo points. Students will have access to the store once a month and will be able to "cash in" points for prizes and privileges.	Behavioral Support Program	09/01/2016	06/30/2017	\$0	Principals, Teachers, Family Resource, Parent Volunteers
<b>Total</b>					<b>\$0</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Block Professional Development	Running Record Training, 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2015	08/26/2016	\$0	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists
Benchmark Assessments	DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0	Data Analysis committee
Class Dojo	Teachers will use the Class Dojo program to document positive/negative behaviors, reward positive behaviors with Dojo points, and communicate with parents via messages about behavior. Parents are able to access their child's Dojo account and receive communications from teachers regarding behavior.	Behavioral Support Program, Parent Involvement, Technology	08/10/2016	06/30/2017	\$0	Teachers

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Common Area Posters/Powerpoints	PBIS posters with prompts and reminders were created and hung in each common area of the school. School staff are to refer to posters and give students prompts for incorrect behaviors (including citations) and praise for positive behaviors (including DOJO points). Staff will also review PBIS Powerpoints with students at the beginning of the school year and as needed throughout the school year.	Behavioral Support Program	08/10/2016	06/30/2017	\$0	Principals, Teachers, Support Staff
PBIS Lesson Plans	Teachers collaborated to write lesson plans with procedures and expectations for each common area of the school. Teachers will teach lesson plans during the first weeks of school and review throughout (upon returning from extended school breaks, as needed, etc.)	Behavioral Support Program, Direct Instruction	08/05/2015	06/01/2016	\$0	Teachers
PLCs	Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0	Teachers, Curriculum Coach, Principal
ESL Services	ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction, Academic Support Program	09/01/2016	06/30/2017	\$0	Principal, ESL Support Staff
Family Reading Nights	Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Community Engagement, Parent Involvement	10/17/2016	03/27/2017	\$0	Principal, Librarian, Family Resource staff, teachers, school translator
PLCs	Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0	Curriculum Coach, Data Analysis Committee, Teachers, Principal

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<p>Progress Monitoring</p>	<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	<p>Parent Involvement, Academic Support Program</p>	<p>08/10/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists</p>
<p>RTI Services</p>	<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff</p>

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Common Planning	Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0	Teachers, Principal
Regular Communication	School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Community Engagement, Parent Involvement	09/01/2016	06/30/2017	\$0	Principal, Teachers, Family Resource staff
Literacy Block Professional Development Training	The same skills learned at the Literacy Block Training will be used to implement guided reading lessons during the second grade RTI block.  Teachers and support staff took part in a Running Record Training, a 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2016	09/26/2016	\$0	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists
Running Records	The third Friday of every month, RTI teachers and support staff will take running records on their students to gauge current instructional reading levels. Homeroom teachers must also administer bi-weekly running records on the bottom 20% of second grade readers. This data will be analyzed and shared with the district psychologist, principal, counselor, and curriculum coach to determine if students are making adequate growth in reading with intense interventions. Student's whose data does not show adequate growth may be even more closely monitored and offered as a candidate for receiving special education services.	Direct Instruction	09/01/2016	06/30/2017	\$0	Homeroom teachers, RTI teachers, RTI support staff, principal, school counselor, curriculum coach, district psychologist
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Block Materials	Leveled reader sets, Reading A-Z leveled reader subscription, common alphabet charts, strips, and posters, tubs, magnetic letter sets, letter containers, white boards, markers, erasers, easels, glue sticks, envelopes, and sentence strips were purchased as necessary materials to get the Literacy Block started/continuing for first grade students throughout the school year.	Academic Support Program	08/01/2016	08/31/2016	\$22000	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

**Comprehensive School Improvement Plan**

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<p>Reading Recovery Training for Delivery of 1:1 and Small Group Lessons</p>	<p>Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.</p> <p>Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.</p> <p>Teachers will utilize their in-depth training to work with the very lowest first grade readers 1:1. Each Reading Recovery teacher will pull 4 first grade students 1:1, 5 days per week. This is in addition the child's Literacy Block and homeroom 90 minute reading block. Reading Recovery teachers will work daily with the children on familiar reading, running record of leveled text, new reading of leveled text, letter work, breaking, word work, and analysis of fluent writing. Students will also compose a written message during each lesson, and work on gaining fluency of constructed words. They will work on spacing, sequence, and phrasing with their cut up sentence.</p> <p>In small group, students will be pulled (no more than 6 per group) to work on similar skills as those covered during the 1:1 lessons. Skills will be covered over a couple days vs. all in one lesson. Running records will be taken for progress monitoring of students weekly.</p>	<p>Professional Learning, Academic Support Program</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$109000</p>	<p>Reading Recovery Interventionists, Tompkinsville Reading Recovery Teacher Leader(s), University of Kentucky Dr. Judy Embry</p>
<b>Total</b>					<p><b>\$131000</b></p>	

# **Reading Proficiency Goal 2016-2017**

## **Overview**

### **Plan Name**

Reading Proficiency Goal 2016-2017

### **Plan Description**

This goal is for all students at Bell Elementary in the area of reading.

# 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	Student Achievement and Growth 2016-2017	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$245100

## Goal 1: Student Achievement and Growth 2016-2017

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency by reading at a text level J or higher in first grade and a text level M or higher in second grade in Reading by 06/30/2017 as measured by the Fountas and Pinnell Benchmark Reading Assessment.

### Strategy 1:

Progress Monitoring of Reading - All first and second grade students will be progress monitored at a minimum of once every two weeks to monitor progress and current reading abilities.

Category: Continuous Improvement

Research Cited: Irene Fountas and Gay Su Pinnell, Marie Clay, Linda Dorn, University of Oregon DIBELS Data

Activity - Running Records of Leveled Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In first grade both teachers and para-educators assigned to leading a Literacy Block group must take a weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. Current reading levels will be continually displayed on the school Literacy Block data wall.</p> <p>In second grade para-educators and teachers working with the bottom 20% of students in reading RTI must take a bi-weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. RTI para-educators and teachers will meet monthly with the principal and district psychologist to look at progress monitoring data and come up with a plan of attack for moving the students forward either in continuing RTI or in special education referral based on data.</p>	Direct Instruction	08/10/2016	06/30/2017	\$0	No Funding Required	All first grade teachers, RTI teachers, trained para-educators leading a Literacy Block or RTI group, principal, district psychologist

Activity - DIBELS Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Homeroom and special education teachers must progress monitor students bi-weekly that did not meet benchmark on the DIBELS assessments. First grade teachers will progress monitor students in both nonsense word fluency (NWF) and oral reading fluency (ORF) throughout the school year. Second grade teachers will only progress monitor students who fell below benchmark in oral reading fluency (ORF).</p>	Direct Instruction	10/17/2016	06/30/2017	\$0	No Funding Required	Homeroom teachers, para-educators, special education teachers

Activity - Fountas and Pinnell Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Comprehensive School Improvement Plan

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Every student in first and second grade will be progress monitored in reading at a minimum of three times per year using the Fountas and Pinnell Benchmark Reading Assessment. The assessment will yield the current reading levels of students at fall, winter, and spring testing periods. Students will be grouped for Literacy Block in first grade and selected for receiving RTI services in second grade based on this data. Students in both grades will also have the opportunity to attend Extended School Services for assistance in reading if they fell below benchmark on the assessment.	Academic Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Homeroom teachers, Literacy Block instructors, RTI teachers/para-educators, curriculum coach
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Activity - Reading Recovery Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000	Title I Part A	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

## Strategy 2:

Reading Support Services - Students will work through their reading difficulties through a variety of reading support services offered at the school.

Category: Learning Systems

Research Cited: Irene Fountas, Gay Su Pinnell, Marie Clay, FCRR, Linda Dorn, Rick Stiggins

Activity - Literacy Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first grade students will be pulled for 40 minutes, 4 days per week in a small guided reading group with students on a reading level on or close to their own. Teachers/paras will work through a 4 day plan modeled after the Comprehensive Intervention Model. Students will reread a familiar text, become oriented to the new book, take two readings through the new text, complete independent activities, read text for running records, discuss writing prompts, write sentences, arrange their cut-up sentence, and complete word work activities.	Academic Support Program	09/06/2016	06/30/2017	\$22000	Title I Schoolwide	Reading Recovery Interventionists, Homeroom Teachers, Special Education Teachers, Para-educators

Activity - Second Grade Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

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<p>The bottom 20% of second grade students (not serviced in special education) as measured by the Fountas and Pinnell Benchmark Reading Assessment were identified for receiving RTI in reading. RTI teachers and para-educators work with students 5 days per week for 30 minutes each day. They work through the same 4 day plan, modeled after the Comprehensive Intervention Model. Students work in text right on their instructional reading level and are progress monitored bi-weekly via running records on cold reads.</p>	<p>Academic Support Program</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>RTI Teachers, para-educators, special education teachers (on referral), district psychologist, principal</p>
<p>Activity - Target Recovery Block</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>All students in first and second grade (even those not identified as RTI) have a set "Target Recovery" block each day. During this time the homeroom teacher pulls students that did not master learning targets that day to her table to work with them 1:1 or in small groups to reteach for mastery. Meetings are held each Thursday with other teachers in the same grade level as well as the school principal to discuss the students who need reteaching and what strategies/skills are going to be utilized to administer this intense instruction. If the same children are continually identified as needing reteaching, this is data is used in RTI or special education referral.</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Homeroom teachers, principal, RTI or special education teacher upon referral</p>
<p>Activity - Reading Recovery</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>06/30/2017</p>	<p>\$109000</p>	<p>Title I Part A</p>	<p>Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry</p>
<p>Activity - ESS</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students who do not meet benchmark on the Fountas and Pinnell Benchmark Reading Assessment are eligible to stay (with parent permission) for Extended School Services. Instructors are trained in running records and the 4 day Literacy Block Plan and are experienced with delivering small guided reading group instruction on a daily basis. Students are grouped based on reading text levels and work in small guided reading groups during ESS once per week after school from Fall Break to Spring Break.</p>	<p>Academic Support Program</p>	<p>10/26/2016</p>	<p>03/29/2017</p>	<p>\$5100</p>	<p>Other</p>	<p>Teachers, para-educators</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students who do not meet benchmark on the Fountas and Pinnell Benchmark Reading Assessment are eligible to stay (with parent permission) for Extended School Services. Instructors are trained in running records and the 4 day Literacy Block Plan and are experienced with delivering small guided reading group instruction on a daily basis. Students are grouped based on reading text levels and work in small guided reading groups during ESS once per week after school from Fall Break to Spring Break.	Academic Support Program	10/26/2016	03/29/2017	\$5100	Teachers, para-educators
<b>Total</b>					\$5100	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

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Reading Recovery Data	Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry
<b>Total</b>					<b>\$218000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fountas and Pinnell Benchmark Reading Assessment	Every student in first and second grade will be progress monitored in reading at a minimum of three times per year using the Fountas and Pinnell Benchmark Reading Assessment. The assessment will yield the current reading levels of students at fall, winter, and spring testing periods. Students will be grouped for Literacy Block in first grade and selected for receiving RTI services in second grade based on this data. Students in both grades will also have the opportunity to attend Extended School Services for assistance in reading if they fell below benchmark on the assessment.	Academic Support Program	08/10/2016	06/30/2017	\$0	Homeroom teachers, Literacy Block instructors, RTI teachers/para-educators, curriculum coach
Second Grade Reading RTI	The bottom 20% of second grade students (not serviced in special education) as measured by the Fountas and Pinnell Benchmark Reading Assessment were identified for receiving RTI in reading. RTI teachers and para-educators work with students 5 days per week for 30 minutes each day. They work through the same 4 day plan, modeled after the Comprehensive Intervention Model. Students work in text right on their instructional reading level and are progress monitored bi-weekly via running records on cold reads.	Academic Support Program	09/06/2016	06/30/2017	\$0	RTI Teachers, para-educators, special education teachers (on referral), district psychologist, principal
DIBELS Progress Monitoring	Homeroom and special education teachers must progress monitor students bi-weekly that did not meet benchmark on the DIBELS assessments. First grade teachers will progress monitor students in both nonsense word fluency (NWF) and oral reading fluency (ORF) throughout the school year. Second grade teachers will only progress monitor students who fell below benchmark in oral reading fluency (ORF).	Direct Instruction	10/17/2016	06/30/2017	\$0	Homeroom teachers, para-educators, special education teachers

# Comprehensive School Improvement Plan

Bell Elementary School

Target Recovery Block	All students in first and second grade (even those not identified as RTI) have a set "Target Recovery" block each day. During this time the homeroom teacher pulls students that did not master learning targets that day to her table to work with them 1:1 or in small groups to reteach for mastery. Meetings are held each Thursday with other teachers in the same grade level as well as the school principal to discuss the students who need reteaching and what strategies/skills are going to be utilized to administer this intense instruction. If the same children are continually identified as needing reteaching, this data is used in RTI or special education referral.	Academic Support Program	08/10/2016	06/30/2017	\$0	Homeroom teachers, principal, RTI or special education teacher upon referral
Running Records of Leveled Text	In first grade both teachers and para-educators assigned to leading a Literacy Block group must take a weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. Current reading levels will be continually displayed on the school Literacy Block data wall.  In second grade para-educators and teachers working with the bottom 20% of students in reading RTI must take a bi-weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. RTI para-educators and teachers will meet monthly with the principal and district psychologist to look at progress monitoring data and come up with a plan of attack for moving the students forward either in continuing RTI or in special education referral based on data.	Direct Instruction	08/10/2016	06/30/2017	\$0	All first grade teachers, RTI teachers, trained para-educators leading a Literacy Block or RTI group, principal, district psychologist
<b>Total</b>					<b>\$0</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Block	All first grade students will be pulled for 40 minutes, 4 days per week in a small guided reading group with students on a reading level on or close to their own. Teachers/paras will work through a 4 day plan modeled after the Comprehensive Intervention Model. Students will reread a familiar text, become oriented to the new book, take two readings through the new text, complete independent activities, read text for running records, discuss writing prompts, write sentences, arrange their cut-up sentence, and complete word work activities.	Academic Support Program	09/06/2016	06/30/2017	\$22000	Reading Recovery Interventionists, Homeroom Teachers, Special Education Teachers, Para-educators
<b>Total</b>					<b>\$22000</b>	

## **Math Proficiency Goal 2016-2017**

## **Overview**

### **Plan Name**

Math Proficiency Goal 2016-2017

### **Plan Description**

This goal is for all students at Bell Elementary in the area of math.

## 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	Math Proficiency Goal 2016-2017	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: Math Proficiency Goal 2016-2017

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency and strong foundation in Mathematics by 05/30/2017 as measured by MAP math RIT score.

### Strategy 1:

Assessment - All students at Bell Elementary will be assessed in math via MAP (Measures of Academic Progress). They will take this assessment at the beginning, middle, and end of the year to measure progress in the area of mathematics. Based on MAP math RIT scores, the bottom 5% of students in each grade will be identified and assessed further with the AVMR (Add+Vantage Math Recovery) assessment. This series of hands-on mathematical tests will allow teachers to closely analyze which areas, or constructs, of mathematics these struggling students need the most work in. This bottom 5% will be similarly grouped by mathematical constructs and pulled in small groups to receive RTI instruction on these constructs to move them forward in the area of math.

Category: Management Systems

Research Cited: Add+Vantage Math Recovery, US Math Recovery Council, NWEA

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed in the area of math with the MAP assessment at the beginning, middle, and end of the year to gauge student mathematical growth according to RIT scale score.	Other - Benchmark Assessment	08/22/2016	05/30/2017	\$0	No Funding Required	Curriculum Coach, homeroom teachers, computer lab instructor

Activity - AVMR Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The bottom 5% of students will be identified in first and second grade based on their MAP math RIT score. Students will be assessed with the AVMR assessment to further look at which mathematical constructs they are struggling with most. Students can be grouped similarly based on these constructs and pulled for RTI instruction.	Other - Add+Vantage Math Recovery Assessments	12/15/2016	05/30/2017	\$0	No Funding Required	AVMR Team of 8 trained teachers, Curriculum Coach, (para-professionals for coverage during assessment)

### Strategy 2:

RTI - Students in first and second grade will have the opportunity to be pulled daily for RTI Tier II small group instruction in the classroom administered by their teacher. They will work with the teacher to catch up on skills they did not master that week during regular math instruction during a 30 minute "Target Recovery" block.

The bottom 5% of students in first and second grades will also be identified (via MAP math RIT score and AVMR assessment) to receive RTI Tier III services in the area

## Comprehensive School Improvement Plan

Bell Elementary School

of mathematics. Students will be pulled in small groups at least 3 times per week for 30 minutes to work on mathematical constructs they struggle most with. Math Recovery-like strategies and activities will be utilized for the delivery of this instruction.

Category: Learning Systems

Research Cited: US Math Recovery Council, Response to Intervention

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tier II RTI instruction will be delivered daily during the "Target Recovery" block by the homeroom teacher. Students will be identified to receive services based on mastery of math standards covered that week during regular math instruction. Students will work in a small group with the teacher for 30 minutes to have another chance with math content delivered in a different way through small group, hands-on teacher.</p> <p>Tier II RTI services will be offered to the bottom 5% of students in first and second grade. Students will be identified to receive services based on MAP math RIT score and AVMR assessments. Students will be grouped together based on mathematical constructs to receive small-group, intense instruction in these constructs at least 3 days per week for 30 minutes.</p>	Other - RTI Tier II and Tier III	09/06/2016	05/30/2017	\$0	No Funding Required	Homeroom teachers, RTI Teachers, Curriculum Coach, AVMR Team of 8 trained teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Testing	Students will be assessed in the area of math with the MAP assessment at the beginning, middle, and end of the year to gauge student mathematical growth according to RIT scale score.	Other - Benchmark Assessment	08/22/2016	05/30/2017	\$0	Curriculum Coach, homeroom teachers, computer lab instructor
AVMR Assessment	The bottom 5% of students will be identified in first and second grade based on their MAP math RIT score. Students will be assessed with the AVMR assessment to further look at which mathematical constructs they are struggling with most. Students can be grouped similarly based on these constructs and pulled for RTI instruction.	Other - Add+Vantage Math Recovery Assessments	12/15/2016	05/30/2017	\$0	AVMR Team of 8 trained teachers, Curriculum Coach, (para-professionals for coverage during assessment)
Math RTI	<p>Tier II RTI instruction will be delivered daily during the "Target Recovery" block by the homeroom teacher. Students will be identified to receive services based on mastery of math standards covered that week during regular math instruction. Students will work in a small group with the teacher for 30 minutes to have another chance with math content delivered in a different way through small group, hands-on teacher.</p> <p>Tier II RTI services will be offered to the bottom 5% of students in first and second grade. Students will be identified to receive services based on MAP math RIT score and AVMR assessments. Students will be grouped together based on mathematical constructs to receive small-group, intense instruction in these constructs at least 3 days per week for 30 minutes.</p>	Other - RTI Tier II and Tier III	09/06/2016	05/30/2017	\$0	Homeroom teachers, RTI Teachers, Curriculum Coach, AVMR Team of 8 trained teachers
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

Bell Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

Bell Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Parent Compact?	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

# Comprehensive School Improvement Plan

Bell Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www3.wayne.kyschools.us/4/home">http://www3.wayne.kyschools.us/4/home</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

**The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.**

N/A (this question does not apply)**Narrative:**

Our school has underwent both a merger of two districts as well as a restructuring of buildings since the last time we administered the TELLKY survey. The results from the older survey are not valid at this time. We will administer the TELLKY this spring and move forward with strategies and activities to address those results.

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

N/A (this question does not apply)**Narrative:**

(this question does not apply)

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)**Narrative:**

We are a grades 1-2 building.

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)**Narrative:**

We are a grades 1-2 building.

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

**Goal 1:**

Achievement Gap Reduction: English Language Learners

**Measurable Objective 1:**

80% of English Learners students will demonstrate a proficiency by meeting benchmark in Reading by 06/30/2017 as measured by the DIBELS NWF and ORF assessments.

**Strategy1:**

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

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Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Parent Involvement Community Engagement	10/17/2016	03/27/2017	\$0 - No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

Activity - Regular Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Parent Involvement Community Engagement	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Family Resource staff

## Strategy2:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coach, Principal

## Strategy3:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90

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minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

Activity - ESL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, ESL Support Staff

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

## Strategy4:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

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Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Parent Involvement Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

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Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Data Analysis committee

## Measurable Objective 2:

80% of English Learners students will increase student growth on RIT scale score in Reading by 06/30/2017 as measured by the Primary MAP Reading assessment..

## Strategy1:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

Activity - ESL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, ESL Support Staff

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Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Academic Support Program Direct Instruction	09/01/2016	06/30/2017	\$0 - No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

## Strategy2:

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Regular Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Community Engagement Parent Involvement	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Family Resource staff

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Community Engagement Parent Involvement	10/17/2016	03/27/2017	\$0 - No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

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## Strategy3:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Data Analysis committee

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Academic Support Program Parent Involvement	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists

## Strategy4:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coach, Principal

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

## Goal 2:

Learning Environment

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## Measurable Objective 1:

collaborate to establish and maintain a positive learning environment by 06/30/2017 as measured by decreased discipline referrals and increased student performance (MAP, DIBELS, F&P, Literacy Block Screeners)..

## Strategy1:

PBIS - Staff school-wide will implement and maintain a Positive Behavioral Intervention and Supports (PBIS) system.

Category: Management Systems

Research Cited: PBIS

Activity - PBIS Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated to write lesson plans with procedures and expectations for each common area of the school. Teachers will teach lesson plans during the first weeks of school and review throughout (upon returning from extended school breaks, as needed, etc.)	Behavioral Support Program Direct Instruction	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers

Activity - Class Dojo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Class Dojo program to document positive/negative behaviors, reward positive behaviors with Dojo points, and communicate with parents via messages about behavior. Parents are able to access their child's Dojo account and receive communications from teachers regarding behavior.	Parent Involvement Behavioral Support Program Technology	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers

Activity - Common Area Posters/Powerpoints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS posters with prompts and reminders were created and hung in each common area of the school. School staff are to refer to posters and give students prompts for incorrect behaviors (including citations) and praise for positive behaviors (including DOJO points). Staff will also review PBIS Powerpoints with students at the beginning of the school year and as needed throughout the school year.	Behavioral Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Principals, Teachers, Support Staff

Activity - Dojo Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will operate a reward system based on accumulated Dojo points. Students will have access to the store once a month and will be able to "cash in" points for prizes and privileges.	Behavioral Support Program	09/01/2016	06/30/2017	\$0 - Other	Principals, Teachers, Family Resource, Parent Volunteers

## Goal 3:

2016-2017 GAP Goal

## Measurable Objective 1:

80% of Hispanic or Latino students will demonstrate a proficiency through increase in their RIT score in Reading by 06/30/2017 as measured by the Primary MAP Reading Assessment.

## Strategy1:

Reading Recovery Training - Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.

Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.

Category: Professional Learning & Support

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3

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Activity - Reading Recovery Training for Delivery of 1:1 and Small Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.</p> <p>Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.</p> <p>Teachers will utilize their in-depth training to work with the very lowest first grade readers 1:1. Each Reading Recovery teacher will pull 4 first grade students 1:1, 5 days per week. This is in addition the child's Literacy Block and homeroom 90 minute reading block. Reading Recovery teachers will work daily with the children on familiar reading, running record of leveled text, new reading of leveled text, letter work, breaking, word work, and analysis of fluent writing. Students will also compose a written message during each lesson, and work on gaining fluency of constructed words. They will work on spacing, sequence, and phrasing with their cut up sentence.</p> <p>In small group, students will be pulled (no more than 6 per group) to work on similar skills as those covered during the 1:1 lessons. Skills will be covered over a couple days vs. all in one lesson. Running records will be taken for progress monitoring of students weekly.</p>	Professional Learning Academic Support Program	09/01/2016	06/30/2017	\$109000 - Title I Schoolwide	Reading Recovery Interventionists, Tompkinsville Reading Recovery Teacher Leader(s), University of Kentucky Dr. Judy Embry

## Strategy2:

2nd Grade RTI Block - All second grade students will be administered the "Where to Start Word Test" portion of the Fountas and Pinnell Benchmark Reading Assessment to gauge approximate instructional guided reading text levels. From there the bottom 20% will be identified in each second grade homeroom and administered the full assessment. The principal, school counselor, and curriculum coach will study this data and group the bottom 20% of second grade students as a whole into similarly-leveled guided reading groups. RTI teachers and support staff will pull groups (no more than 5-6 per group) for 40 minutes, 5 days per week to work with them right at their "cutting-edge" on reading text, word analysis skills, and writing.

Category: Learning Systems

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment, Response to Intervention

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Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The third Friday of every month, RTI teachers and support staff will take running records on their students to gauge current instructional reading levels. Homeroom teachers must also administer bi-weekly running records on the bottom 20% of second grade readers. This data will be analyzed and shared with the district psychologist, principal, counselor, and curriculum coach to determine if students are making adequate growth in reading with intense interventions. Student's whose data does not show adequate growth may be even more closely monitored and offered as a candidate for receiving special education services.	Direct Instruction	09/01/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, RTI teachers, RTI support staff, principal, school counselor, curriculum coach, district psychologist

Activity - Literacy Block Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The same skills learned at the Literacy Block Training will be used to implement guided reading lessons during the second grade RTI block.  Teachers and support staff took part in a Running Record Training, a 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2016	09/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

### Strategy3:

First Grade Literacy Block - Bell Elementary contains two groups, or families, of first grade students on the same schedule (one family contains five homerooms, the other contains four homerooms). In August 2016 all first grade students will be given the Literacy Block Screener which consists of several assessments: Letter Identification, Concepts About Print (C.A.P.), Fountas and Pinnell Benchmark Reading Assessment (F&P) to gauge reading text level, a Writing Spree, and first grade Dolch Sight Word Test. The principal, counselor, curriculum coach, and two trained Reading Recovery interventionists will study and compile the data from the assessments in the Literacy Block Screener. Two back to back forty minute Literacy Blocks will be scheduled (one per family). Students in each family will be grouped, with no more than six students per group, based on similar reading text level (and other assessments). A Literacy Block Team of 20 teachers and para-professionals will be formed and trained on how to direct a Comprehensive Intervention Model-like guided reading group. This team will administer guided reading lessons for 40 minutes to their group(s) of students four days per week where students will read text on, or close, to their instructional/cutting-edge level, work with words, and write. The Literacy Block Team will take running records to progress-monitor reading growth. Every first grade student will receive Literacy Block in addition to whole group reading instruction, small, guided reading instruction, and literacy stations.

Category: Other - Student Support

Research Cited: Marie Clay, Literacy Lessons Designed for Individuals (Part One and Part Two), An Observation Survey of Early Literacy Achievement, Reading Recovery, Linda Dorn, Apprenticeship in Literacy, Comprehensive Intervention Model, Concepts About Print, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell, Edward William Dolch

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Activity - Literacy Block Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leveled reader sets, Reading A-Z leveled reader subscription, common alphabet charts, strips, and posters, tubs, magnetic letter sets, letter containers, white boards, markers, erasers, easels, glue sticks, envelopes, and sentence strips were purchased as necessary materials to get the Literacy Block started/continuing for first grade students throughout the school year.	Academic Support Program	08/01/2016	08/31/2016	\$22000 - Title I Schoolwide	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

Activity - Literacy Block Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Running Record Training, 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2015	08/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

## Goal 4:

Student Achievement and Growth 2016-2017

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency by reading at a text level J or higher in first grade and a text level M or higher in second grade in Reading by 06/30/2017 as measured by the Fountas and Pinnell Benchmark Reading Assessment.

### Strategy1:

Progress Monitoring of Reading - All first and second grade students will be progress monitored at a minimum of once every two weeks to monitor progress and current reading abilities.

Category: Continuous Improvement

Research Cited: Irene Fountas and Gay Su Pinnell, Marie Clay, Linda Dorn, University of Oregon DIBELS Data

Activity - Reading Recovery Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000 - Title I Part A	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

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Activity - DIBELS Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom and special education teachers must progress monitor students bi-weekly that did not meet benchmark on the DIBELS assessments. First grade teachers will progress monitor students in both nonsense word fluency (NWF) and oral reading fluency (ORF) throughout the school year. Second grade teachers will only progress monitor students who fell below benchmark in oral reading fluency (ORF).	Direct Instruction	10/17/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, para-educators, special education teachers

Activity - Fountas and Pinnell Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student in first and second grade will be progress monitored in reading at a minimum of three times per year using the Fountas and Pinnell Benchmark Reading Assessment. The assessment will yield the current reading levels of students at fall, winter, and spring testing periods. Students will be grouped for Literacy Block in first grade and selected for receiving RTI services in second grade based on this data. Students in both grades will also have the opportunity to attend Extended School Services for assistance in reading if they fell below benchmark on the assessment.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, Literacy Block instructors, RTI teachers/para-educators, curriculum coach

Activity - Running Records of Leveled Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In first grade both teachers and para-educators assigned to leading a Literacy Block group must take a weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. Current reading levels will be continually displayed on the school Literacy Block data wall.</p> <p>In second grade para-educators and teachers working with the bottom 20% of students in reading RTI must take a bi-weekly running record of leveled text on each child to monitor progress and growth, and to continually know each child's current instructional reading level for use in designing and planning instruction. RTI para-educators and teachers will meet monthly with the principal and district psychologist to look at progress monitoring data and come up with a plan of attack for moving the students forward either in continuing RTI or in special education referral based on data.</p>	Direct Instruction	08/10/2016	06/30/2017	\$0 - No Funding Required	All first grade teachers, RTI teachers, trained para-educators leading a Literacy Block or RTI group, principal, district psychologist

## Strategy2:

Reading Support Services - Students will work through their reading difficulties through a variety of reading support services offered at the school.

Category: Learning Systems

Research Cited: Irene Fountas, Gay Su Pinnell, Marie Clay, FCRR, Linda Dorn, Rick Stiggins

# Comprehensive School Improvement Plan

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Activity - Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All first grade students will be pulled for 40 minutes, 4 days per week in a small guided reading group with students on a reading level on or close to their own. Teachers/paras will work through a 4 day plan modeled after the Comprehensive Intervention Model. Students will reread a familiar text, become oriented to the new book, take two readings through the new text, complete independent activities, read text for running records, discuss writing prompts, write sentences, arrange their cut-up sentence, and complete word work activities.	Academic Support Program	09/06/2016	06/30/2017	\$22000 - Title I Schoolwide	Reading Recovery Interventionists, Homeroom Teachers, Special Education Teachers, Para-educators

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two full time Reading Recovery Interventionists will work daily, 1:1 with the lowest first grade students in reading. All Reading Recovery students will be progress monitored daily through the administration of a running record of a new leveled text. Information seen in the running record (errors, self corrections, use of meaning, structure, or visual information) will be used to plan a lesson to meet that child's needs the very next day.	Academic Support Program	08/10/2016	06/30/2017	\$109000 - Title I Part A	Reading Recovery Interventionists, Reading Recovery Teacher Leader(s) (Tompkinsville Elementary), University of Kentucky Dr. Judy Embry

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not meet benchmark on the Fountas and Pinnell Benchmark Reading Assessment are eligible to stay (with parent permission) for Extended School Services. Instructors are trained in running records and the 4 day Literacy Block Plan and are experienced with delivering small guided reading group instruction on a daily basis. Students are grouped based on reading text levels and work in small guided reading groups during ESS once per week after school from Fall Break to Spring Break.	Academic Support Program	10/26/2016	03/29/2017	\$5100 - Other	Teachers, para-educators

Activity - Target Recovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in first and second grade (even those not identified as RTI) have a set "Target Recovery" block each day. During this time the homeroom teacher pulls students that did not master learning targets that day to her table to work with them 1:1 or in small groups to reteach for mastery. Meetings are held each Thursday with other teachers in the same grade level as well as the school principal to discuss the students who need reteaching and what strategies/skills are going to be utilized to administer this intense instruction. If the same children are continually identified as needing reteaching, this is data is used in RTI or special education referral.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, principal, RTI or special education teacher upon referral

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Activity - Second Grade Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The bottom 20% of second grade students (not serviced in special education) as measured by the Fountas and Pinnell Benchmark Reading Assessment were identified for receiving RTI in reading. RTI teachers and para-educators work with students 5 days per week for 30 minutes each day. They work through the same 4 day plan, modeled after the Comprehensive Intervention Model. Students work in text right on their instructional reading level and are progress monitored bi-weekly via running records on cold reads.	Academic Support Program	09/06/2016	06/30/2017	\$0 - No Funding Required	RTI Teachers, para-educators, special education teachers (on referral), district psychologist, principal

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Achievement Gap Reduction: English Language Learners

**Measurable Objective 1:**

80% of English Learners students will demonstrate a proficiency by meeting benchmark in Reading by 06/30/2017 as measured by the DIBELS NWF and ORF assessments.

**Strategy1:**

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

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Activity - ESL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Academic Support Program Direct Instruction	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, ESL Support Staff

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

## Strategy2:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coach, Principal

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

### Strategy3:

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Regular Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.	Parent Involvement Community Engagement	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Family Resource staff

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.	Parent Involvement Community Engagement	10/17/2016	03/27/2017	\$0 - No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

### Strategy4:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An

Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive

Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and

Gay Su Pinnell

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Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Data Analysis committee

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Parent Involvement Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists

## Measurable Objective 2:

80% of English Learners students will increase student growth on RIT scale score in Reading by 06/30/2017 as measured by the Primary MAP Reading assessment..

# Comprehensive School Improvement Plan

Bell Elementary School

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## Strategy1:

Academic Support Services - All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement & growth. This is in addition to the 90 minute homeroom reading block.

The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.

Category: Learning Systems

Research Cited: Response to Intervention, Marie Clay, Linda Dorn, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment

Activity - ESL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL support staff will provide services to students identified as having limited English proficiency according to the Access screener. ESL support staff will be available 3 days per week to assist students in small groups and individually in Reading and Math. ESL support staff will progress monitor students on grade level sight and spelling words, weekly reading passages and/or leveled texts, and will be available to administer weekly and summative reading assessments.	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, ESL Support Staff

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Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All second grade students identified as not meeting benchmark using the Fountas and Pinnell Benchmark Reading Assessment will be provided Tier II or Tier III services by an RTI support staff or classroom teacher during a set RTI block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>All first grade students will be provided Tier II or Tier III services by a Literacy Block support staff, teacher, or Reading Recovery interventionist during a set Literacy Block at least 4 times per week to increase student achievement &amp; growth. This is in addition to the 90 minute homeroom reading block.</p> <p>The lowest 8 first grade students (not receiving special education services) will be chosen to receive 1:1 Reading Recovery Lessons 5 days per week for 30 minutes by a trained Reading Recovery interventionist. This is in addition to the 40 minute Literacy Block and 90 minute homeroom reading block.</p>	Direct Instruction Academic Support Program	09/01/2016	06/30/2017	\$0 - No Funding Required	RTI Support Staff, Classroom Teachers, Reading Recovery Interventionists, Literacy Block Support Staff

## Strategy2:

Parental Involvement - School staff will increase efforts to involve parents/guardians as educational advocates for each student.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Family Reading Nights will be held each Monday between fall and spring break as an additional literacy support and parental engagement opportunity. In addition to the reading activities, the computer lab adjacent to the library will be open for ESL students and parents to complete a session of Lexia. Parents will be provided a Lexia account of their own to use during this time as well. Translators will be available to ESL families during this time.</p>	Community Engagement Parent Involvement	10/17/2016	03/27/2017	\$0 - No Funding Required	Principal, Librarian, Family Resource staff, teachers, school translator

Activity - Regular Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>School and teachers will make every effort to regularly communicate with parents, as well as the community, regarding student needs and achievements. Including but not limited to monthly school newsletters, classroom newsletters, school-wide and classroom use of Remind101, Class DOJO, school and classroom webpages, features in the local newsletter, and social media.</p>	Community Engagement Parent Involvement	09/01/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Family Resource staff

## Strategy3:

Core Reading Instruction - All classroom reading teachers will implement the core reading program (Reading Street) and fully address all five

# Comprehensive School Improvement Plan

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components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in the classroom literacy instruction (minimum of 90 minutes daily).

Category: Learning Systems

Research Cited: National Reading Panel, Reading Street, FCRR

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning times and release days to plan and implement the core reading program.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate twice weekly in PLCs to discuss student progress, analyze data, plan for instruction, and engage in professional learning.	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coach, Principal

## Strategy4:

Data Collection and Analysis - Data will be collected and analyzed regularly to identify achievement gaps and plan for interventions.

Category: Other - Data Analysis

Research Cited: Response to Intervention, Rick Stiggins, Literacy Lessons for Individuals Part One and Part Two, Marie Clay, An Observation Survey of Early Literacy Achievement, Apprenticeship in Literacy, Linda Dorn, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All first grade students' instructional reading level will be continually monitored by Literacy Block Teachers/Support Staff through the administration of weekly running records. Classroom teachers will also take running records on their lowest reading groups in their classrooms.</p> <p>The bottom 20% of second grade students will be progress monitored in reading by RTI teachers/support staff through the administration of running records at least once every three weeks. In addition the classroom teachers must administer running records to gauge instructional reading levels on the bottom 20% of students in their classroom bi-weekly.</p> <p>All first grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. The bottom 20% of second grade student's reading will be progress monitored at least 3 times per year via the Fountas and Pinnell Benchmark Reading Assessment. All second grade students will be administered the "Where to Start Word Test" from the F&amp;P at the beginning of the year to gauge approximate instructional reading levels.</p> <p>Data will be collected and used to make instructional decisions for each student. Progress will be communicated to parents regularly and more often as needed to address achievement gaps.</p>	Academic Support Program Parent Involvement	08/10/2016	06/30/2017	\$0 - No Funding Required	Teachers, RTI Support Staff, Literacy Block Support Staff, Reading Recovery Interventionists

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>DIBELS and MAP benchmark assessments will be given three times per year, with data being collected, communicated to SBDM, and analyzed by the Data Analysis committee. The Fountas and Pinnell Benchmark Reading Assessment will be administered to all first grade students and to the bottom 20% of second grade students at least 3 times per year. Data will be displayed on the (private) school data wall in the PLC room. Data will be used to identify achievement gaps and plan intervention services.</p>	Academic Support Program	08/10/2016	06/30/2017	\$0 - No Funding Required	Data Analysis committee

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Following each summative assessment, teachers will analyze data and make adjustments to pacing and instruction accordingly in PLC's as documented on the district Instructional Sequence and Curriculum Map Pacing Guides in Google Drive.</p>	Professional Learning	08/16/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coach, Data Analysis Committee, Teachers, Principal

## Goal 2:

2016-2017 GAP Goal

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## Measurable Objective 1:

80% of Hispanic or Latino students will demonstrate a proficiency through increase in their RIT score in Reading by 06/30/2017 as measured by the Primary MAP Reading Assessment.

### Strategy1:

2nd Grade RTI Block - All second grade students will be administered the "Where to Start Word Test" portion of the Fountas and Pinnell Benchmark Reading Assessment to gauge approximate instructional guided reading text levels. From there the bottom 20% will be identified in each second grade homeroom and administered the full assessment. The principal, school counselor, and curriculum coach will study this data and group the bottom 20% of second grade students as a whole into similarly-leveled guided reading groups. RTI teachers and support staff will pull groups (no more than 5-6 per group) for 40 minutes, 5 days per week to work with them right at their "cutting-edge" on reading text, word analysis skills, and writing.

Category: Learning Systems

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3, Irene Fountas and Gay Su Pinnell, Fountas and Pinnell Benchmark Reading Assessment, Response to Intervention

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The third Friday of every month, RTI teachers and support staff will take running records on their students to gauge current instructional reading levels. Homeroom teachers must also administer bi-weekly running records on the bottom 20% of second grade readers. This data will be analyzed and shared with the district psychologist, principal, counselor, and curriculum coach to determine if students are making adequate growth in reading with intense interventions. Student's whose data does not show adequate growth may be even more closely monitored and offered as a candidate for receiving special education services.	Direct Instruction	09/01/2016	06/30/2017	\$0 - No Funding Required	Homeroom teachers, RTI teachers, RTI support staff, principal, school counselor, curriculum coach, district psychologist

Activity - Literacy Block Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The same skills learned at the Literacy Block Training will be used to implement guided reading lessons during the second grade RTI block.  Teachers and support staff took part in a Running Record Training, a 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2016	09/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

### Strategy2:

First Grade Literacy Block - Bell Elementary contains two groups, or families, of first grade students on the same schedule (one family contains five homerooms, the other contains four homerooms). In August 2016 all first grade students will be given the Literacy Block Screener which consists of several assessments: Letter Identification, Concepts About Print (C.A.P.), Fountas and Pinnell Benchmark Reading Assessment (F&P) to gauge reading text level, a Writing Spree, and first grade Dolch Sight Word Test. The principal, counselor, curriculum coach, and two trained Reading Recovery interventionists will study and compile the data from the assessments in the Literacy Block Screener. Two back to back forty minute Literacy Blocks will be scheduled (one per family). Students in each family will be grouped,

# Comprehensive School Improvement Plan

Bell Elementary School

with no more than six students per group, based on similar reading text level (and other assessments). A Literacy Block Team of 20 teachers and para-professionals will be formed and trained on how to direct a Comprehensive Intervention Model-like guided reading group. This team will administer guided reading lessons for 40 minutes to their group(s) of students four days per week where students will read text on, or close, to their instructional/cutting-edge level, work with words, and write. The Literacy Block Team will take running records to progress-monitor reading growth. Every first grade student will receive Literacy Block in addition to whole group reading instruction, small, guided reading instruction, and literacy stations.

Category: Other - Student Support

Research Cited: Marie Clay, Literacy Lessons Designed for Individuals (Part One and Part Two), An Observation Survey of Early Literacy Achievement, Reading Recovery, Linda Dorn, Apprenticeship in Literacy, Comprehensive Intervention Model, Concepts About Print, Fountas and Pinnell Benchmark Reading Assessment, Irene Fountas and Gay Su Pinnell, Edward William Dolch

Activity - Literacy Block Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Running Record Training, 4-Day Literacy Block Plan, F&P Training, C.A.P. Training	Professional Learning	04/22/2015	08/26/2016	\$0 - No Funding Required	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

Activity - Literacy Block Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leveled reader sets, Reading A-Z leveled reader subscription, common alphabet charts, strips, and posters, tubs, magnetic letter sets, letter containers, white boards, markers, erasers, easels, glue sticks, envelopes, and sentence strips were purchased as necessary materials to get the Literacy Block started/continuing for first grade students throughout the school year.	Academic Support Program	08/01/2016	08/31/2016	\$22000 - Title I Schoolwide	Principal, Counselor, Curriculum Coach, Reading Recovery Interventionists

### Strategy3:

Reading Recovery Training - Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.

Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.

Category: Professional Learning & Support

Research Cited: Marie Clay, Literacy Lessons for Individuals Part One and Part Two, An Observation Survey of Early Literacy Achievement, Linda Dorn, Apprenticeship in Literacy, Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3

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Bell Elementary School

Activity - Reading Recovery Training for Delivery of 1:1 and Small Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Two teachers were chosen to be trained for one full year as Reading Recovery Interventionists. Teachers will travel to Tompkinsville weekly for professional training and development, participate in "Behind the Mirror" lessons/observations, and receive 6 hours of graduate school credit through the University of Kentucky.</p> <p>Through this training, teachers will learn how to teach the "hard to teach." They will learn how to create individualized lessons for their 4 Reading Recovery students as well as small group lessons for those that were not quite qualifying for Reading Recovery. 1:1 as well as small group lessons will be for 30 minutes, 5 days per week.</p> <p>Teachers will utilize their in-depth training to work with the very lowest first grade readers 1:1. Each Reading Recovery teacher will pull 4 first grade students 1:1, 5 days per week. This is in addition the child's Literacy Block and homeroom 90 minute reading block. Reading Recovery teachers will work daily with the children on familiar reading, running record of leveled text, new reading of leveled text, letter work, breaking, word work, and analysis of fluent writing. Students will also compose a written message during each lesson, and work on gaining fluency of constructed words. They will work on spacing, sequence, and phrasing with their cut up sentence.</p> <p>In small group, students will be pulled (no more than 6 per group) to work on similar skills as those covered during the 1:1 lessons. Skills will be covered over a couple days vs. all in one lesson. Running records will be taken for progress monitoring of students weekly.</p>	Professional Learning Academic Support Program	09/01/2016	06/30/2017	\$109000 - Title I Schoolwide	Reading Recovery Interventionists, Tompkinsville Reading Recovery Teacher Leader(s), University of Kentucky Dr. Judy Embry

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)**Narrative:**

Our school serves grades 1 and 2.

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)**Narrative:**

Our school serves grades 1 and 2.

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

**Goal 1:**

Program Reviews

# Comprehensive School Improvement Plan

Bell Elementary School

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## Measurable Objective 1:

collaborate to implement and monitor the five required program reviews by 06/30/2017 as measured by the program review rubrics.

## Strategy1:

Program Review Committee - Our school formed an ad-hoc committee that is new this school year to oversee each program's implementation and to complete each program rubric. The committee meets monthly (or more as needed) and reports to the SBDM on the first Wednesday of each month.

Category: Stakeholder Engagement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the staff will attend Program Review cadres offered through our educational cooperative (SESC) to stay current on program review changes and best practices for each programs' implementation.	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Principal, Program Review Committee members

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Bell Elementary is a primary school serving 421 first and second grade students in the Wayne County School District. Our student population includes 8% of students with special needs and 8% qualifying as English Language Learners. In addition to these special populations, our school serves a large number of students from a low socio-economic background. Approximately 80% of our students come from poverty.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Bell Elementary's purpose is to make sure every student achieves academic excellence. Our vision for the school is to not only prepare our learners academically but to also foster responsibility and respect in individuals, as summarized in our mission statement of "Be Responsible, Be Respectful, Be Safe." Our vision is to create well-rounded, life-long learners by providing access and opportunity to all groups of students. We strive to meet the academic, emotional, and social needs for all students. We implement a positive behavior intervention support system that fosters and maintains a climate of positive reinforcement and clear expectations for all students. The culture is open and supportive of change, commits to new initiatives and embraces new technologies. Our teachers, staff, and administration strive to provide a safe and nurturing environment for our students, 80% of whom come from low socio-economic homes and from a variety of familial circumstances.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our school administration has adopted a "shared leadership" approach and has found this to be a very successful framework for decision making in the school. Our efforts in this were recognized by the Kentucky Teacher publication and we were featured on the Kentucky Teacher website, Kentucky Department of Education homepage, school webpage, and local newspaper. Our shared leadership approach creates buy-in for the staff, as we all feel included and valuable in making important instructional and organizational decisions. Bell Elementary has established Professional Learning Communities committed to enhancing teaching and learning for our school. PLCs meet twice weekly to discuss student progress, instructional strategies, planning, assessments, view recorded readings of students, and analyze data. Our school is proficient in using multiple points of student achievement data (specifically, MAP assessments, DIBELS, Lexia, Fountas and Pinnell Benchmark Reading Assessment, Literacy Block Screeners on all first grade students, Reading Recovery Observation Survey Assessments of Early Literacy, Access, Raven, and grade-level common assessments) to drive decision making concerning the master schedule, staffing, and allocation of resources. Such careful attention to student achievement has led our leadership to fund a curriculum coach, guidance counselor, two Reading Recovery interventionists, ESL, various support staff throughout the building, a Scholastic Leveled Bookroom, along with additional resources necessary for conducting small guided reading groups. Our students participate in Arts & Humanities and Practical Living/Career Studies programs which provide access and opportunity to enriching experiences with the arts and in practical living skills. Bell Elementary is a technology-rich environment providing all students with ample access to 21st century technologies, including a 3-4 tablets in every homeroom, SmartBoards in every classroom, SmartResponse systems, 6:1 student to computer ratio, iPads and iPods. We embrace the use of various technological programs and networks to support teaching and learning in the 21st century.

An area for improvement that our school is striving to achieve is in reading. Our fall Fountas and Pinnell Benchmark Reading Assessment data highlighted some weaknesses in our reading program. More than half of our first graders (54.4%) and about a quarter of our second graders (23.5%) scored below the recommended benchmark goals on fall F&P.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Bell Elementary teachers will utilize all available resources to provide quality, standards-based instruction using highly effective teaching practices in all content areas. Student progress will be carefully evaluated and analyzed using a variety of assessment tools, specifically running records of leveled text. The overarching focus of all efforts and decisions at Bell Elementary is the commitment to providing a comprehensive education to our students in a safe and effective learning environment. We recognize that parental involvement is the "missing piece" in true academic excellence and as such have increased our efforts to engage and involve the parents of our students.