

Belle Heth Elementary Academic Plan 2016-2017

Reaching and Maintaining Full Accreditation (State and Federal)

75% of all RCPS students will pass Math SOL assessments.
80% of all RCPS students will pass English SOL assessments.

The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

- Watchlist consists of students:
 - failing the Spring 2016 Reading and/or Math SOL
 - Gap Group 1 (disadvantaged, SPED, EL) due to Focus status
 - Gap Group 2 (black) due to Focus status
 - failing PALS benchmark in 3rd grade
 - in tier 2 or 3 in monthly iStation Reading and Math assessments
 - with a 70% or below on quarterly Comprehensive Instructional Program (CIP) benchmark assessments in reading and/or math
- Students will be assessed using quarterly benchmark tests and monthly iStation assessments in reading and math.
- Fountas and Pinnell running record screenings will be administered three times a year to all third grade students and for those students in grades 4-6 who scored below 415 in order to identify students for tiered interventions in reading.
- Quarterly reading and math benchmarks in grades 3, 4, 5 and 6 are given to all students using Interactive Achievement.
- New students will be assessed using the Fountas and Pinnell running record screening upon arrival.

The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

- Comprehensive Instructional Program (CIP) is used for pacing, curriculum, and benchmark quarterly assessments.
- Student Intervention plans for students in Tier 3 are created and shared with all staff who work with these students for progress monitoring.
- Classroom teachers conduct small group intervention lessons in math and reading for students in tier 2 and in tier 3, including gap groups 1 and 2, students that failed the 2016 SOL in reading and math, students that are served by Title I Reading, and third grade students failing the PALS benchmark. These interventions are indicated on the lesson plan which are reviewed weekly by principal.

	<ul style="list-style-type: none"> ● Title 1 Reading Specialists' services are embedded in small group intervention lessons (3-4 times per week) within the general education classroom to provide intervention support for gap group 1 and gap group students in tier 3. ● Istation is used for reading and math intervention for students in tier 2 (2-3 times per week) and tier 3 (4-5 times per week) including gap group 1 and gap group 2 students. ● Reflex Math is used to build students' automaticity of math facts 3-4 times a week for students in tier 3 who are gap group 1 and gap group 2. ● 21st Century Afterschool remediation program is provided for 75 students, all in gap group 1 and 25 students in gap group 2 (all of these students are also in gap group 1). This program remediates 2 days math (Reflex) and 2 days reading (Istation). ● Readtheory.org has been implemented 2-3 times a week for students in tiers 2 and 3 during language arts intervention time. ● Leveled Literacy Intervention for reading has been implemented this year for students in tier 3 in grades 3 and 4 by special education teachers and title reading specialists. This intervention is implemented with the students by classroom teachers as well ("double dipping").
<p>The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.</p>	<ul style="list-style-type: none"> ● Response to Intervention Team or Title Teachers will meet monthly to review student data in tier 3, specifically gap group 1 and 2 students, to look for patterns and "triggers" for unsuccessful interventions. ● Required quarterly data meetings with division leadership team. ● Students in Gap Group 1 and Gap Group 2 will participate in Istation and will be monitored monthly. ● Istation Math and Reading will be used as a monthly assessment in grades 3-6. ● Grade level teams will review Istation and other summative assessment of students in tiers 2 and 3, specifically students in gap groups 1 and 2 on a quarterly basis. ● Instructional Decision Making Meetings (IDM) are held weekly by grade levels and departments to analyze this data.
<p>Units of instruction include standards-based objectives and criteria for mastery.</p>	<ul style="list-style-type: none"> ● Through weekly grade-level meetings and instructional decision making meetings (IDM), Belle Heth Staff will align the Reading and Math CIP Benchmark Blueprint (SOLs per quarter pacing guides), VDOE Curriculum Frameworks, and highlight the verbs for Bloom's higher level thinking. ● Through weekly instructional decision making meetings (IDM),

	<p>Belle Heth Staff will review assessments and assessment data to determine alignment with student mastery of standard-based objectives in Reading and Math.</p>
<p>All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).</p>	<ul style="list-style-type: none"> ● Homeroom teachers will interact with students to build community (class meetings, transition time, snack time, recess). ● Other certified staff will interact with and mentor targeted students in GG1 and GG2 to build relationships. ● Programs that engage and support students and family members are provided such as Family Maker Night, Beans & Rice Family nights, Title I family nights, annual school Book Fair, PSA meetings with performances by students, Superintendent’s Elementary Art Show and contest and holiday food collection and distribution.
<p><i>Student Achievement and Impact of Poverty</i> Students in Gap Groups 1, 2, and 3 will meet federal benchmarks in English & Math. All faculty and staff will be fully trained in multicultural learning.</p>	
<p>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</p>	<ul style="list-style-type: none"> ● Utilizing the SURN student engagement tool, all teachers will be trained on high yield student engagement strategies. ● Principal observations will be shared with grade level teams and Building Leadership Team throughout the year for areas of growth and areas of concern using the SURN tool. ● Teachers will participate in small group discussions to support the book study of <i>Mindset by Carol Dweck</i>. ● Relationship building-Specialty teacher mentor program, Positivity challenge with Stars. ● Dr. Sharon Jones presentations on cultural awareness, impact of trauma (ACES).