

**Vicksburg Warren School District**  
**Instructional School Plan**  
**2019-2020**

School: River City Early College High School  
Principal: Tammy Burris  
Date: 9/4/19

All goals must be Specific, Measurable, Attainable, Realistic, and Timely (SMART).

**ELA Goal: RCEC will increase from 67% proficient to 81% (52 out of 64) proficient on the State Test by the end of the 2019-2020 school year. We will progress monitor using the EADMS benchmark test every 9 weeks.**

How will the components of literacy be measured?

Literacy Component	Measurement Tool	Justification for Use of Tool
Phonemic Awareness	District Benchmark	Most comparable to state test
Phonics	District Benchmark	Most comparable to state test
Fluency	District Benchmark	Most comparable to state test
Vocabulary	District Benchmark	Most comparable to state test
Comprehension	District Benchmark	Most comparable to state test

**Math Goal: RCEC will increase from 13% proficient to 67% (12/18 students) proficient on the State Test by the end of the 2019-2020 school year. We will progress monitor using the EADMS benchmark test every 9 weeks.**

**Science/Biology Goal: RCEC will increase from 20% proficient to 73% (50 out of 68) proficient on the State Test by the end of the 2019-2020 school year. We will progress monitor using the EADMS benchmark test every 9 weeks.**

**U.S. History Goal: RCEC will increase from 30% proficient to 52% (34 out of 65) proficient on the State Test by the end of the 2018-2019 school year. We will progress monitor using the EADMS benchmark test every 9 weeks.**

How will academic achievement within each block on the accountability model be improved? (be specific)

<p><b>ELA Proficiency</b></p>	<p>To obtain 81% proficiency, the teacher will use the student's 8th-grade individual score reports to identify struggling areas to work with students. The teacher will use previous individual English score reports to identify areas of weakness patterns to address as a class when each lesson is being taught. The teacher will use formative and summative assessments to track standards of weakness throughout the year along with using benchmark data. Membean and Newsela will be used to enhance vocabulary growth, comprehension and build reading endurance. Quick Writes will be used to help students understand how to answer a prompt. TEPAC will be used for paragraph writing. The teacher will use Power Hour as remediation time for struggling students. Students who cannot attend Power Hour because of band/sports will sign up for tutoring in the morning or during their lunch period. I Do, We Do, You Do Gradual Release Model</p>
<p><b>Math Proficiency</b></p>	<p>To obtain 67% proficiency, the teacher will use the student's 8th-grade individual score reports to identify struggling areas to work with students. The teacher will use previous individual algebra score reports to identify areas of weakness patterns to address as a class when each lesson is being</p>

	<p>taught. The teacher will use Power Hour as remediation time for struggling students. The teacher will use formative and summative assessments to track standards of weakness throughout the year along with using benchmark data.</p> <p><b>I Do, We Do, You Do Gradual Release Model</b></p>
<b>Science Proficiency</b>	<p>To obtain 73% proficiency, the teacher will analyze data on how to approach lesson delivery and making vocabulary more of a focus in Biology class. Bottom 25 and Bubble students will be grouped together for intervention time. This will be reassessed after the next benchmark.</p> <p>During Power Hour: Bottom 25 and Bubble will spend 30 minutes on Quizlet vocab intervention and 30 minutes on Khan Academy.</p> <p>Kids that leave during Power Hour time will have a tutoring group from 8:30-9:00.</p> <p>Students will participate in Science Boot Camp before State Testing.</p> <p>All others will continue to follow the CK12.org intervention that will be assigned weekly per standard/unit.</p> <p>EADMS will be used weekly for all students.</p> <p>All Students: Writing for each unit will be done in class to help with ELA standards. Vocabulary will be reinforced using QR codes. (word wall activities)</p> <p>All students will create a personalized learning plan after pre-testing with enrichment workbooks.</p> <p><b>I Do, We Do, You Do Gradual Release Model</b></p>
<b>U.S. History Proficiency</b>	<p>To obtain 65% proficiency, the teacher will use benchmarks to identify misconceptions pertaining to the questions. Students will read-write-think-talk every day. Students will receive one-on-one help during Power Hour. Students who cannot attend Power Hour because of band/sports will sign up for tutoring in the morning or during their lunch period.</p> <p>All 10th grade students will take American Government dual credit class. Newsela will be used for reading comprehension. EADMS will be used for objectives test.</p>
<b>ELA Growth for All</b>	<p>To obtain (57/61) 93% growth, the teacher will use the 8th-grade individual score reports to work with</p>

	<p>areas of weakness in English. An assessment analysis will be given after formative/summative to identify any areas of weakness in ELA. Benchmarks will be used to identify misconceptions pertaining to the questions. Students will read-write-think-talk every day. Students will receive one-on-one help during Power Hour. Students who cannot attend Power Hour because of band/sports will sign up for tutoring in the morning or during their lunch period.</p>
<p><b>Math Growth for All</b></p>	<p>To obtain 75% growth, the teacher will use the 8th-grade individual score reports to work with areas of weakness in Algebra. Students will receive one-on-one help during Power Hour. Students will use Algebra Nation to help them grow from where they are.</p>
<p><b>ELA Growth for Bottom 25%</b></p>	<p>To obtain (3/3) 100% growth, the teacher will provide extra support during Power Hour by giving explicit instructions to provide the knowledge necessary to fill in the gaps in the area of weakness. Students who cannot attend Power Hour because of band/sports will sign up for tutoring in the morning or during their lunch period. The teacher will also use research-based programs as a resource to strengthen students' knowledge.</p>
<p><b>Math Growth for Bottom 25%</b></p>	<p>NA Even though we don't have bottom 25% of math students in our building. We serve all struggling students through Power Hour, during class, or before school with one on one instruction and support.</p>
<p><b>Graduation</b></p>	<p>Currently, we are on target to have 100% graduation rate.</p>
<p><b>Acceleration</b></p>	<p>Students at RCEC start taking accelerated classes beginning in the 9th grade. RCEC changed some of their requested classes to dual credit classes that affect the accountability model this year.</p>
<p><b>College and Career Ready</b></p>	<p>Students receive ACT preparatory classes while at RCEC. All high schools will be implementing Odysseyware and Mastery Prep for ACT prep. Our students also are given the opportunity to participate in an ACT Bootcamp.</p>

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Bottom 25%		
	Number of Students in Bottom 25%	Plan for Support of Students in Bottom 25%
ELA	3	<ul style="list-style-type: none"> <li>• Incorporate Khan Academy (grammar)/CommonLit (informational text) and Newsela (informational text)</li> <li>• Continue to strengthen the standards that are mastered by adding them throughout the intervention and remediation process</li> <li>• Build reading endurance</li> <li>• Use Membean to strengthen vocabulary knowledge</li> <li>• MobyMax (scaffolds standards)</li> <li>• Use EADMS for formative/summative</li> <li>• Read-Write-Think-Talk every day</li> </ul>
Math	0	N/A

Additional Required Elements	
<p>What project-based learning will take place for the school year. ( At least one per semester is required.)</p>	<p><b>ELA:</b>  <b>Novel Reading</b>            1st Semester</p> <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i>-The Mask Project</li> <li>• <i>Animal Farm</i>-Animal Farm Project and Presentation (verbal, written and technological)</li> </ul> <p>2nd Semester</p> <p><b>Creative Activities</b>  <b>Video Project: Students Teach Their Peers</b></p> <p><b>MATH:</b> Defined Stem, College Cost Linear Project (1st semester) Rocket Launch Quadratics (2nd semester) Geometry: Star Project (1st semester) Building Picnic Tables (2nd semester) Ancient Design Principles (2nd semester)</p> <p><b>SCIENCE:</b></p>

	<p>Analyzing the macromolecules found in foods during a murder mystery project  Human Impact project - students will calculate their personal carbon footprint and compare to national average. They design a short term action plan for decreasing their footprint. They write reflective essays and create visuals to present at the end of the experience.  Forensic Project - the students will participate in a genetics project in conjunction with sheriff's department, EMT, etc.</p> <p>Students create children's books second semester on the power standards.</p> <p>Students will complete dissections this year. (frog, rat, pic)</p> <p><b>HISTORY:</b> Illustrate and research court cases, Creating Civil Rights and Vietnam songs, Enlightenment Theories to Build Schools</p>
<p>What career experiences will be provided for students? ( Grades Pre-K -12 must be included)</p>	<p>Students are scheduled for industry visits. They explore careers in leadership classes and Career Exploration. Students will participate in job shadowing. Employers will come in so that our students can participate in mock interviews. Resume writing support will be given throughout the year. We will have guest speakers.</p>
<p>How will you implement the four exit strategies in your building?</p>	<p>Project-Based Learning  Defined STEM  Thematic Units  FAFSA Day  Career Day  Industry Visits  Internships  College Visits  Field Trips  College Day  Students leaving on grade level</p>

	<p><b>Building relationships through advisory/power hour</b></p>
<p><b>NISL Building Blocks (Only building blocks 2-8 are applicable)</b></p>	<p><b>#2 - Resources for At-Risk Students</b>  At-risk students at RCEC receive extra support and motivation from staff. Any student who is struggling in any area get extra support in the classroom, during Power Hour, and before school.</p> <p><b>#3 - Highly Coherent Systems</b>  RCEC works to create a system with highly aligned standards, practices, and evaluation processes. Teachers strive to create real world problems so that the instruction is relevant. RCEC receives an abundance of support with curriculum and instruction through VWSD. Students are given formative and summative assessments to progress monitor mastery of standards. RCEC provides support for students who are struggling in and out of the classroom. Teachers are very knowledgeable of the accountability model and how their students affect the accountability of the district.</p> <p><b>#4 - Clear Gateway</b>  Students are exposed to different pathways throughout their time at RCEC. We sit knee to knee with students and parents so that they know what options are available for students. Students are monitored weekly to make sure that progress is being made or if any adjustments need to be done. Students are given the opportunity to graduate with an associate's degree, transferable credit, or with career and technical certifications.</p> <p><b>#5 - Teacher Quality</b></p>

RCEC has highly qualified teachers in most subjects. There is one position where the highly effective proven teacher will take the test for certification in high school. High performing teachers receive incentive pay through MDE. We have quality PLC meetings weekly. New teachers are partnered with veteran teachers for support.

#### **#6 - Redesign Schools**

Although teachers do not have a career ladder in the VWSD, RCEC strives to support teachers who are in the trenches with the students. They serve as mentors for new teachers. We all meet regularly to research, develop, revise, and evaluate best practices. Professional development is not one size fits all at RCEC. Teachers participate in PD that benefits the specific classrooms. Teachers are treated as professionals at RCEC. They have built our school from the ground up and have proven themselves as leaders in education. Teachers meet frequently to support one another in content areas via PLCs. RCEC has accountability partners within VWSD. We are partnered with Ebony Gardner (Math Curriculum Specialist), Terrance James (CTE Director), and Tameka Davis (Principal of VHS)..

#### **#7 - Career and Technical Education**

RCEC students choose their pathways. Some of the students have chosen the career and technical route through Hinds Community College. These students will graduate with certifications upon completion of the program.

Students will participate in industry visits throughout the school year. Juniors and

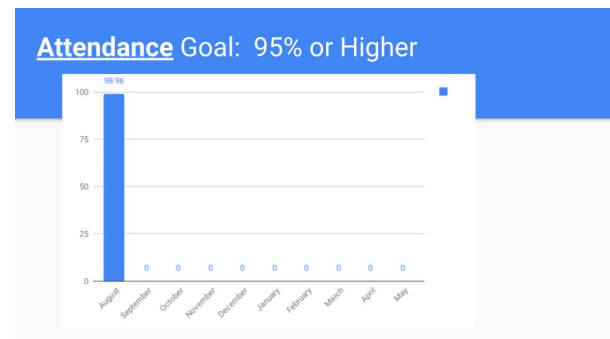


seniors will seek out internships this year. RCEC will help place the students who can't find an internship.

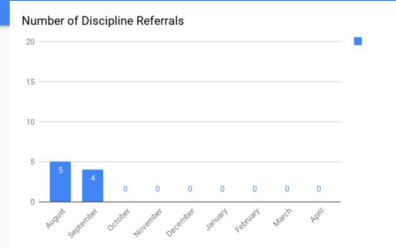
**#8 - Leadership Development**

It is the top priority at RCEC to place highly effective teachers at our school. We work very hard to create a leadership culture where everyone believes that all students can learn at a high level. VWSD is providing leadership PD through NISL training for principals to enhance leadership skills for best practices for all. RCEC partners with MSU Curriculum and Research to enhance teaching practices in the classroom at early colleges. Several of RCEC teachers have gone back to school for degrees in educational leadership. There are also ample opportunities for teachers to take on leadership roles in the school and district. Our teachers are often called on to present on the district, state, and national levels. They also serve on commissions set up with our district. RCEC networks with other early college high schools in the state. We visit other early colleges. They visit our school. We collaborate twice a year in Starkville at the Innovative Institute.

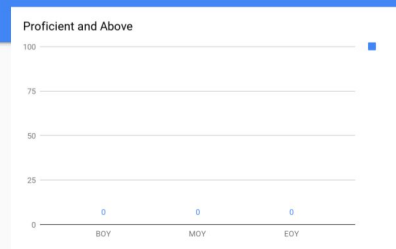
**WIGS**



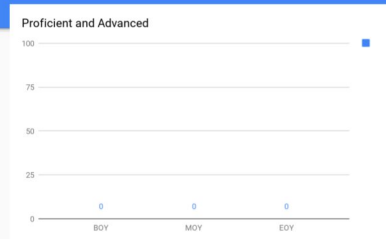
**Discipline** Goal: Less than \_\_\_ Discipline Referrals each month



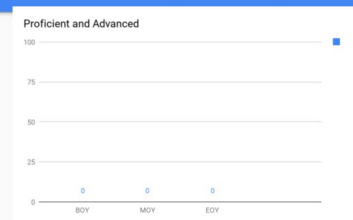
**ELA** Goal: RCEC will increase from 67% proficient to 81% on MAAP test. (52 of 64)

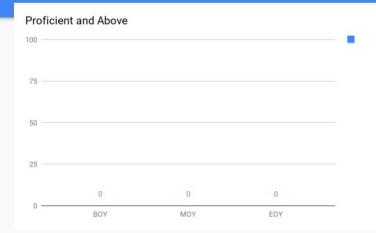


**Algebra** Goal: RCEC will increase from 13% to 67% proficient on MAAP test. (12/18)



**Biology** Goal: RCEC will increase from 20% proficient to 73% proficient on the State test. (50 of 68)



	<p><b>U.S. History</b> Goal: RCEC will increase from 30% proficient to 52% proficient on the MAAP test. (34 of 65)</p> 
<p><b>Intelligence about academic/accountability measures</b></p>	<p><b>ELA scores from the previous year are 72% proficient and 81% growth. The goal for this year is to increase increase 8th grade scores from 67% proficient to 81% proficient. To increase growth, the teacher will continue to remediate during Power Hour, maintain the curriculum guide for the current school year, and continue to use formative/summative assessments for enrichment, remediation, and growth. Membean will be added to enhance vocabulary.</b></p> <p><b>Algebra scores are banked from the previous year. With 87% proficiency and 94% growth, the teacher will maintain the same curriculum pacing. Students will use the formative/summative testing process allowing for test corrections.</b></p>
<p><b>Instructional Responses from intelligence</b></p>	<p><b>Teachers present data analysis at PLC meetings.</b></p> <p><b>An assessment analysis will be given after formative/summative to identify any areas of weakness in ELA. Benchmarks will be used to identify misconceptions pertaining to the questions. Students will continue to get remediation during power hour. Testing, pacing, and curriculum will remain the same from last year. Students will read-write-talk-think every day.</b></p> <p><b>Improvements for Algebra will be based around functions as that was the most common area of struggle based off of</b></p>

	<p>student individual reports. Testing, pacing, and curriculum will remain the same from last year. Students will continue to get remediation during power hour.</p>
<p>Plan for successful practices for quality teaching and equity in each classroom</p>	<p>Teacher walkthroughs and observations. We also get support from the curriculum team.</p>
<p>Other goals or initiatives (Must be tied to budget expenditures, feel free to attach elements of your federal plan)</p>	<p>LiM - It is our goal at RCEC to become the first LiM high school with Lighthouse Distinction in the world.</p> <p>We are offering robotics as a class this year instead of after school. We feel that this opens the opportunity to participate in underwater robotics to anyone who is interested.</p>

## River City Early College Instructional Support Plan

### PD Plan

- **PD plan for staff deficits areas of growth**
  - See the content areas below for professional development suggestions.
- **A plan to replicate successful practices from quality teaching and equity in each classroom**
  - NISL Block #2 and #6
  - Model Lessons
  - CoTeach
  - Partner Teachers with Mentors

#### Krystal Cole - ELA Curriculum Specialist

- **Support for effective teaching and learning**
  - Provide resources and instructional strategies to increase Tier 1 instruction in general education settings.
  - Provide scaffolding skills and resources to help struggling learners meet grade-level standards.
  - Provide support to increase DOK questions to Level 2 and above.

- Provide Professional Development
  - Unpacking the standard
  - Writing detailed lesson plans
  - Writing DOK questions
  - Cross Curriculum ELA (Algebra, Biology, US History)
  - Classroom Management
  - Graphic Organizer using Images attached to the standard
- Analyze data - MAAP 2018-19, EADMS, ELS, Benchmark reports
  - Provide instructional strategies, resources, interventions, and PoP-Up PDs for low performing standards and domains.
- **Support for Writing**
  - Provide professional development on the writing rubric.
  - Provide professional development on constructing writing prompts that are tied to a text.
  - Provide strategies for writing to learn, writing to demonstrate learning, and writing to publish.
- **Support for components of literacy**
  - Provide professional development on Vocabulary, Comprehension, and Analyzing.
  - Provide support in integrating instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.
  - Provide resources and support on effective lesson plans that are rigorous and provide deep learning experiences.
- **Support for small group instruction and Bottom 25%**
  - Model small group instruction with tiered lessons.
  - Provide examples of differentiated standards.
  - Provide resources for Learning Stations.
  - Provide professional development for effective small group instruction.
  - Co-Teaching during small group block.
- **Assessments**
  - Assist in creating test items.
  - Provide assistance with analyzing data
    - Use a Data Analysis Template to examine data by standard and plan and monitor instruction to be in line with the pacing guide and information from data.
- **Attend PLCs and Team Planning Meetings**
- **Provide additional support based on individual teacher needs.**

## **Regina B. O'Leary - Science Curriculum Specialist**

### **Support for effective teaching and learning**

- Work with teachers on using a variety of instructional strategies to improve Tier 1 instruction.
- Provide support for teachers on how to scaffold activities to meet the needs of all students.
- Provide feedback on lesson plans to aid teachers in planning lessons aligned to the standards.
- Work with teachers on choosing effective formative assessments that are aligned to the standards.

### **Support for use of data from assessments**

- Attend PLCs to work with teachers in analyzing data.
- This analysis will include:
  - Identifying standard (s) students have mastered.
  - Identifying student misconceptions based upon the data
  - Addressing misconceptions in centers/stations or whole group
  - Working strategically to move as many students as possible to PL4 and PL5.
    - Identify students who are consistently scoring PL3.
    - Identify students who could be either 3 or 4 (commonly referred to as bubble students).
  - Re-teaching/remediation

## **Ebony Gardner - Math Curriculum Specialist**

- **Support for effective teaching and learning**
  - Assist with developing lessons and activities aligned with Algebra I standards.
  - Model how to effectively incorporate Algebra Nation lessons and resources in the classroom to increase rigor
  - Provide support on incorporating instructional strategies and resources to increase Tier 1 instruction, including but not limited to:
    - Teach Like a Champion strategies
    - Differentiated Instruction strategies
    - Kagan Cooperative Learning Strategies
- **Support for small group instruction**
  - Assist with analyzing data to develop proper grouping of students and to drive small group instruction
  - Provide support on developing small group instruction lessons with a tiered approach
  - Provide resources for tiered lessons for small group instruction
  - Co-teach during small group instruction
- **Support for Writing in Math**
  - Provide teachers with student activities to write in class daily
  - Provide teachers with sample math prompts
  - Model how to make bell ringers and exit tickets constructed-response items
  - Model how to take assessment items to create constructed response items
- **Assessments**
  - Assist teacher in analyzing MAAP, Benchmark, and classroom summative data to drive instruction
  - Assist teacher in using EADMS to create assessments
- **Attend Math Solutions and MCTM conferences during 2019-2020 school year.**
- **Attend Math PLCs and Team Planning Meetings**
- **Provide additional support based on individual teacher needs**