

Vicksburg Warren School District
Instructional School Plan
2019-2020

School: Sherman Avenue Elementary

Principal: Tawanda Nichols

Date: September 2019

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

ELA Goal:
Increase the percentage of K-2 students on or above grade level in reading from 13% (40 students) to 20% (62 students) by December 2019 and from 20% (62 students) to 40% (125 students) by April 2020 according to the I-Ready Data.
Increase the percentage of PreK students at or above 498 from 6% (4 students) to 33% (20 students) by December 2019 and from 33% (20 students) to 65% (40 students) by April 2020 according to MKAS/STAR Early Literacy Data.
Increase the percentage of Kindergarten Probable Reader students from 3% (4 students) to 10% (12 students) by December 2019 and from 10% (12 students) to 30% (30 students) by April 2020 according to MKAS/STAR Early Literacy Data.

How will the components of literacy be measured?		
Literacy Component	Measurement Tool	Justification for Use of Tool
Phonemic Awareness	i-Ready Reading; STAR Early Literacy	All are research and/or evidence based measure.
Phonics	i-Ready Reading; STAR Early Literacy	All are research and/or evidence based measure.
Fluency	STAR Reading; Accelerated Reading	All are research and/or evidence based measure.

Vocabulary	i-Ready Ready	All are research and/or evidence based measure.
Comprehension	i-Ready Reading; STAR Early Literacy	All are research and/or evidence based measure.

Math Goal:

Increase the percentage of K-2 students on or above grade level in math from 2% (5 students) to 10% (30 students) by December 2019 and from 10% (30 students) to 35% (100 students) by April 2020 according to the I-Ready Data.

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

ELA Proficiency	<p>We will use a 120 minute Reading Block that includes centers based upon the 5 components of Reading. Instructional assistants are assigned in all PreK - 2nd grade classes who will assist with Phonemic Awareness, High Frequency Words (Sight Words) and monitoring student progress. Centers and small groups will be used daily to ensure students receive individual assistance as needed.</p> <p>Standards Mastery Assessment will be conducted as students and teachers are ready.</p> <p>The teachers will receive support with the creation and implementation of appropriate, rigorous assessments; lesson plans aligned to pacing; and effective instructional routine practice using research-based instructional strategies, resources, and best practices necessary to support relevant, rigorous, scaffold differentiated instruction validated through evidence of comparative performance/growth data with continuous progress monitoring.</p>
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	<p>Additional resources: Michael Heggerty Saxon Phonics Wordly Wise Ready Reading</p>
Math Proficiency	<p>Math instruction will include a 90 minute math block that includes math centers. More math manipulatives to aid in concrete to abstract understanding, math fluency drills, and small group instruction will be utilized. Building math academic vocabulary will also be a focus this year.</p> <p>Bubble students will receive extra small group instruction with teacher/assistants on grade level where think alouds, discourse, and test prep strategies will be used.</p> <p>Proficient and Advanced students will maintain and grow by working in small groups on grade level where test prep strategies are practiced, have discussions with discord, and think alouds. Bellringers will consist of test items that allow teachers to reteach standards from the previous grade level deficiencies. The teachers will also utilize the hundreds chart/calculators as bell ringers as well as practice test questions each day.</p> <p>Standards Mastery Assessment will be conducted as students and teachers are ready.</p> <p>All PreK - 2nd grade classes will add a focus on math vocabulary and use 4 Square/Frayer model to demonstrate number sense. Each class will incorporate a Math Manipulative Center to engage and reinforce math manipulations.</p>
Science Proficiency	N/A
U.S. History Proficiency	N/A
ELA Growth for All	<p>Enrichment and remediation activities will be provided accordingly through small group instruction and differentiated activities. The gradual release method is used in all classes. (I do, We do, You do)</p> <p>We will utilize daily bell ringers and exit</p>

	<p>tickets that mirror state test items. We will track growth through EADMS assessments, IReady, and STAR. We will celebrate student gain.</p>
<p>Math Growth for All</p>	<p>Enrichment and remediation activities will be provided accordingly through small group instruction and differentiated activities.</p> <p>We will utilize test items for bell ringers. We will be tracking EADMS, I-Ready, and STAR data to monitor growth.</p>
<p>ELA Growth for Bottom 25%</p>	<p>Tier 3 ELA students will receive additional interventions in the computer lab three times a week. Instruction will include computerized and one-one instruction from the computer lab teacher, tutor, and/or assistant teacher. Teachers and students will set goals and track/monitor individual progress in their Leadership Data Binders. Intervention progress will be monitored by Lexia as well as progress monitored in i-Ready Reading and STAR Reading.</p> <p>Each student will be provided an Individual Reading Plan to address deficit skills in phonics, phonemic awareness, fluency, and/or vocabulary. Parent Read-at-Home Plans will be sent home with students for parents to provide extra support as well.</p> <p>Teachers will provide daily explicit instruction on deficient skills based on i-Ready Diagnostic Testing and STAR results.</p> <p>Bottom 25% students will receive daily small group instruction. Growth will be monitored using STAR and iReady.</p>
<p>Math Growth for Bottom 25%</p>	<p>Tier 3 students will receive additional interventions in the computer lab three times a week. Instruction will include computerized as well as one-one instruction from the intervention team. Teachers and students will set goals and track/monitor individual progress in their Leadership Data Binders. Progress will be monitored by i-Ready Math and STAR Math.</p> <p>Bottom 25 students will receive daily small group instruction.</p>

	<p>Teachers will provide daily explicit instruction on deficient skills based on i-Ready diagnostic and STAR results.</p> <p>Growth and Diagnostic Testing will be monitored using STAR and iReady.</p>
Graduation	The foundations of ELA and Math for the students is a primary focus. All students will leave on or above grade level in order to be prepared for intermediate, middle, and high school.
Acceleration	
College and Career Ready	<ul style="list-style-type: none"> ● CAB day - September 11 ● HHS day - November 13 ● ACME day - February 26

Bottom 25%		
	Number of Students in Bottom 25%	Plan for Support of Students in Bottom 25%
ELA	<p>K: 0 1st: 12 2nd: 26 Total: 36</p> <p>Source: i-Ready Reading</p>	<p>(See Student Analysis spreadsheet)</p> <ul style="list-style-type: none"> ● In addition to tier 3 support, special area teachers are assigned to individual students to assist with individualized instruction to strengthen identified weak skills. ● Students will be pulled for small groups during Reading Block. ● Daily bell ringers will consist of previous grade level standard deficiencies. <p>Note: 27 students in Kindergarten are considered to be the bottom 25% (scale score 0 - 318)</p>
Math	<p>K: 0 1st: 14 2nd: 38</p>	<ul style="list-style-type: none"> ● In addition to tier 3 support, special area teachers are assigned to individual students to assist with individualized instruction to strengthen identified weak skills.

	<p>Total: 52</p> <p>Source: i-Ready Math</p>	<ul style="list-style-type: none"> ● Students will be pulled for small group during Math Block. ● Daily bell ringers will consist of previous grade level standard deficiencies. <p>Note: 27 students are considered in the bottom 25% according to iReady diagnostic assessment (scale score 0-308)</p>
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Additional Required Elements	
<p>What project based learning will take place for the school year. (At least one per semester is required.)</p>	<p>First Semester: PBL will be Promote the Vote mock governor election.</p> <p>Creating Playground Equipment</p> <p>Second Semester PBL will be the creation a school garden www.sciencebuddies.org/teachers-resources/lessons/plans</p> <p>Defined Stem to create standards-based PBLs.</p>
<p>What career experiences will be provided for students? (Grades Pre-K -12 must be included)</p>	<p>September 11 - CAB Activity (Communication/Journalist Day) November 14 HHS Activity February 26 ACME Activity</p>
<p>How will you implement the four exit strategies in your building?</p>	<p>Employment: Career Days Enrollment: College Day Enlistment: Invite Military Personnel on Veterans' Day Entrepreneur: Pop Up Shops</p> <p>PreK -2 grade Transition/LIM Portfolios will be used and shared among grade levels. EOY Data goals will be monitored using Star Reading, Star Math, and iReady Reading and i-Ready Math.</p>
<p>NISL Building Blocks (Only building blocks 2-8 are applicable)</p>	<p>2. The pacing guides, which incorporate the state standards, will be taught. Enrichment and remediation resources/activities will be used to scaffold and differentiate. A variety of</p>

	<p>reading books will be provided to students based upon student interest. Math manipulatives will be used to allow students to demonstrate math concepts.</p> <p>3. All classes will use MS CCRS for lesson planning and assessments; uninterrupted structured 120 minute Reading Block with specific time for direct explicit Phonics and Vocabulary instruction. District pacing guides will be used as well as the google classrooms for highly aligned instructional materials.</p> <p>5. High quality teachers will be recruited and sought after by contacting various colleges and referrals from other high quality teachers. These teachers will be supported through professional development, coaching, and researching best practices. All teachers will participate in the district’s Early Release and district-wide professional development days. Quality PLCs will be implemented and peer observations will be required.</p> <p>6. New teachers will be provided a mentor; encouraged to attend professional development opportunities to improve tier one instruction, small group instruction, and individual deficit areas; Teachers will observe peers and provide feedback as well as receive peer observations with feedback.</p> <p>7. Create an atmosphere of shared leadership where teachers are leaders who have the opportunity to make leadership decisions for the school.</p>
<p>WIGS</p>	<p>(1) Increase the percentage of K-2 students on or above grade level in phonics from 16% (48 students) to 32% (96 students) by December 2019 and from 32% (96 students) to 50% (148 students) by April 2020 according to the I-Ready Data.</p> <p>(2) Increase the percentage of PreK students</p>

	<p>at or above 498 from 6% (4 students) to 33% (20 students) by December 2019 and from 33% (20 students) to 65% (40 students) by April 2020 according to MKAS/STAR Early Literacy Data.</p> <p>(3) Increase the percentage of K-2 students on or above grade level in Numbers and Operations from 5% (15 students) to 10% (30 students) by December 2019 and from 10% (30 students) to 35% (100 students) by April 2020 according to the I-Ready Data.</p> <p>(4) Increase the daily attendance from 80% (2000 absences) in May 2019 to 40% (1000 absences) by May 2020, according to School Status data. Plan: 60% (500 absences) by December 2019 and from 60% (500 absences) to 40% (500 absences) by May 2020 according to School Status data.</p>
<p>PD Plan (All PD should reflect staff deficits and areas of growth)</p>	<p>(SAE PD Calendar attached.)</p>
<p>Intelligence about academic/accountability measures</p>	<ul style="list-style-type: none"> ● (See the attached i-Ready list of one grade level below students in the Phonics and Number and Operations domains) ● Individual students' Phonics and Numbers and Operations progress will be monitored monthly as well as the MOY, and EOY using i-Ready Reading. ● Standards Mastery Assessment will be conducted as students and teachers are ready.
<p>Instructional Responses from intelligence</p>	<ul style="list-style-type: none"> ● Phonics: Saxon Phonics will be implemented in all K -2 classrooms; ● Jolly Phonics will be used in all PreK classrooms ● Vocabulary: Wordly Wise 3000 will be

	<p>used in K - 2nd grade classes to improve vocabulary progress.</p> <ul style="list-style-type: none"> • Numbers and Operations: all PreK - 2nd grade math students will incorporate a Math Manipulative Center to engage and reinforce math manipulations • All PreK - 2nd grade classes will add a focus on math vocabulary and use 4 Square/Frayer model to demonstrate number sense.
<p>Plan for successful practices for quality teaching and equity in each classroom</p>	<ul style="list-style-type: none"> • New teachers will be provided a mentor; encouraged to attend professional development opportunities to improve tier one instruction, with small group instruction, and individual deficit areas • Teachers will observe peers and provide feedback as well as receive peer observations with feedback. • Successful teachers will lead PLC's and model effective instructional practices with others. • Teachers will visit/observe and plan with other successful teachers in other schools.
<p>Other goals or initiatives (Must be tied to budget expenditures, feel free to attach elements of your federal plan)</p>	<p>Camp LIT (Literacy integrating with Technology)</p> <p>Summer Literacy Camp for students in grades K-2 will increase student readiness to start on grade level standards in August. By strengthening the literacy skills of the Pre K – 2 students at Sherman Avenue, we can anticipate an increase in the number of students being successful on the 3rd Grade Literacy Test as well as an increase in the number of students scoring proficient or higher on MAAP.</p> <ul style="list-style-type: none"> • Purpose: Targeted 2nd graders that are below grade level and proficient students • Who: 45 students, 15 per grade level

- When: 2 weeks in Mid July
- Where: Sherman Avenue

PBIS:

- School Store
- Weekly AttenDANCES
- First Friday Celebrations