



Vicksburg Warren School District

Bowmar Elementary School

Strategic Plan 2019-20

Jason Bennett

9/9/19

Vicksburg Warren School District
Instructional School Plan
2019-2020

School: Bowmar Elementary
Principal: Jason Bennett
Date: 9/9/2019

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

ELA Goal:
Bowmar will grow from <u>60%</u> proficiency to <u>73%</u> proficiency in ELA by the end of the 2019-20 school year according to MAAP data on the school accountability model. The proficiency goal is made up of level 4 and 5 students maintaining their levels and 3B students that are considered bubble students (3 points away from Proficiency). These students are identified by using the Bowmar Digital scoreboard.

How will the components of literacy be measured?		
Literacy Component	Measurement Tool	Justification for Use of Tool
Phonemic Awareness	STAR Early Literacy Assessment, iReady	Scientifically based measure
Phonics	STAR Early Literacy and STAR Reading Assessment, iReady	Scientifically based measure
Fluency	Saxon Phonics and Reading	Scientifically based measure
Vocabulary	STAR Early Literacy; STAR Reading Assessment, iReady	Scientifically based measure
Comprehension	STAR Reading Assessment, iReady	Scientifically based measure

Math Goal:

Bowmar will grow from 51% proficiency to 63% proficiency in Math by the end of the 2019-20 School year according to MAAP data on the school accountability model. The proficiency goal is made up of level 4 and 5 students maintaining their levels and 3B students that are considered bubble students (3 points away from Proficiency). These students are identified by using the Bowmar Digital scoreboard.

Science/Biology Goal:

Bowmar will maintain 81% proficiency for the 2019-20 school year according to MAAP data on the state accountability model.

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

<p>ELA Proficiency</p> <p>Resources: iReady (online instruction, standards mastery, growth monitoring, diagnostics) Ready Core Flocabulary Moby Max</p>	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. Bowmar will have a 90 minute Reading Block in each grade level every day. Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Formative and summative assessments will be utilized in the classroom by individual teachers. Data from formative/summative assessments and benchmarks will be discussed and analyzed as needed during PLCs. All students will take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will differentiate instruction based on data from all assessments. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. Teachers will use Graphic Organizers & Close Reading Strategies for informational reading. Teachers & students will use writing rubrics daily.</p> <p>Special Area: They will pull in the following aspects into</p>
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	<p>their SA classes.</p> <ul style="list-style-type: none"> ● Jennifer Nelson- Librarian <ul style="list-style-type: none"> ○ 2nd-6th grade students will check out one literary text and one informational text weekly ○ Library Journals- Will contain MAAP writing rubric and transitional word list (3-6 weekly) ○ Lessons on Reading Fair process 4th and 6th grade ● Jody Brasfield- Computer <ul style="list-style-type: none"> ○ Coding - code.org ○ Implement keyboarding skills ○ 3rd Grade Cursive ● Marla Bonelli- Art <ul style="list-style-type: none"> ○ Cursive 3rd and 4th cursive standards integrated into Art
<p>Math Proficiency</p> <p>Resources: iReady (online instruction, standards mastery, growth monitoring, diagnostics) Ready Core Flocabulary Moby Max</p>	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. (90 minute block). Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Bowmar will monitor growth and progress of math through iReady and EADMS benchmarks. Students will also take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will differentiate instruction based on data from screeners. Teachers will move students from concrete (manipulatives) to pictorial (pictures and drawings) to abstract (algorithms). Teachers will provide practice with fluency skills daily using the Sprint method. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. We are working toward 3-6 math teachers implementing word problem thinking map.</p> <p>Special Area: They will pull in the following aspects into their SA classes.</p> <ul style="list-style-type: none"> ● Marla Bonelli- Art <ul style="list-style-type: none"> ○ Geometry standards utilized in 6th-grade

	<ul style="list-style-type: none"> art ● Susan Mims- PE teacher <ul style="list-style-type: none"> ○ Fluency drills during physical activities weekly
<p>Science Proficiency</p> <p>Resources: STEMSCOPES FLOCABULARY Science Testlets</p>	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure teaching can take place with as few interruptions as possible. The teacher will refer to the standards and sequence from MDE. The teacher will use formative and summative assessments to track mastery of standards. The teacher will differentiate instruction based on data from screeners. Teacher will make the scientific vocabulary a top priority for students to learn in order to be able to have a better understanding of the topics discussed in class. Students will receive direct instruction on reading and interpreting nonfiction and informational texts. Teachers will provide hands on science learning for all students. Science teachers are working closely with ELA teachers (nonfiction science text) for support.</p> <p>Special Area/GATES: They will pull in the following aspects into their SA/GATES classes.</p> <ul style="list-style-type: none"> ● Ms. Westcott- GATES teacher (5th-Grade) <ul style="list-style-type: none"> ○ Focusing on proficient and advanced PLDs. ● Tondia Ferracci- STEM Teacher <ul style="list-style-type: none"> ○ Integrate 5th grade science standards into lab activities. Teacher will use parent and community support for science lessons during STEM lab. ○ Science standard, inquiry will be reinforced in STEM lab by going through the scientific method. ● Susan Mims- PE teacher <ul style="list-style-type: none"> ○ Focuses on human body standards and kinetic & potential energy. Health standards ● Nykkoa Morris- Music teacher <ul style="list-style-type: none"> ○ Will focus on potential and kinetic energy, soundwaves, volume, and pitch using instruments. ● Marla Bonelli- Art teacher <ul style="list-style-type: none"> ○ Will focus on geometry standard of MD.3 (relationships) and reflection/refraction,

	and color spectrum in science.
ELA Growth Goal	<u>Growth of All Students in ELA Goal:</u> Bowmar's goal is to have students in grades 3-6 show growth on the Questar state test at <u>73%</u> or higher. These goals were taken from data in the Bowmar Digital scoreboard.
MATH Growth Goal	<u>Growth of All Students in Math Goal:</u> Bowmar's goal is to have students in grades 3-6 show growth on the Questar state test from at <u>76%</u> or higher. These goals were taken from data in the Bowmar Digital scoreboard.
ELA LPS Goal	<u>Growth of Bottom 25 in ELA Goal:</u> Bowmar's goal is to have students in our bottom 25 show growth on the Questar state test at <u>22%</u> or higher. These goals were taken from data in the Bowmar Digital scoreboard. Growth monitoring monthly
Math LPS Goal	<u>Growth of Bottom 25 in Math Goal:</u> Bowmar's goal is to have students in our bottom 25 show growth on the Questar state test at <u>39%</u> or higher. These goals were taken from data in the Bowmar Digital scoreboard. Growth monitoring monthly
ELA Growth for All	Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. Bowmar will have a 90 minute Reading Block in each grade level every day. Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Formative and summative assessments will be utilized in the classroom by individual teachers. Data from formative/summative assessments and benchmarks will be discussed and analyzed as needed during PLCs. These assessments are aligned with MAAP assessments. Bowmar is following an inclusive model with our SPED teacher going into each classroom to help co-teach for all subjects. Growth and progress for TST/SPED students will be checked monthly by giving them a growth monitoring assessment in iReady. Students will also take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will

	<p>differentiate instruction based on data from all assessments. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. Teachers will use Graphic Organizers & Close Reading Strategies for informational reading. Teachers & students will use writing rubric daily. Bell ringers will focus on the lowest 3 standards from the standards analysis. The standards analysis will come from MAAP or iReady data.</p>
Math Growth for All	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Formative and summative assessments will be utilized in the classroom by individual teachers. Data from formative/summative assessments and benchmarks will be discussed and analyzed as needed during PLCs. These assessments are aligned with MAAP assessments. Bowmar will monitor growth and progress of math through iReady and EADMS benchmarks. Bowmar is following an inclusive model with our SPED teacher going into each classroom to help co-teach for all subjects. Growth and progress for TST students will be checked monthly by giving them a growth monitoring assessment in iReady. Students will also take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will differentiate instruction based on data from screeners. Teachers will move students from concrete (manipulatives) to pictorial (pictures and drawings) to abstract (algorithms). Teachers will provide practice with fluency skills daily using the Sprint method. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. We are working toward 3-6 math teachers implementing word problem thinking map. Bell ringers will focus on the lowest 3 standards from the standards analysis. The standards analysis will come from MAAP or iReady data.</p>

<p>ELA Growth for Bottom 25%</p>	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. Bowmar will have a 90 minute Reading Block in each grade level every day. Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Formative and summative assessments will be utilized in the classroom by individual teachers. Data from formative/summative assessments and benchmarks will be discussed and analyzed as needed during PLCs. Bowmar is following an inclusive model with our SPED teacher going into each classroom to help co-teach for all subjects. Growth and progress for TST students will be checked monthly by giving them a growth monitoring assessment in iReady. Students will also take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will differentiate instruction based on data from all assessments. Teachers will also utilize small group instruction with the bottom 25%. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. Teachers will use Graphic Organizers & Close Reading Strategies for informational reading. Teachers & students will use writing rubric daily.</p> <p>Special Area: All special area teachers are assigned a specific grade to go into at specific times on specific days. They are to be an extra set of hands for grades 3-6. Specifically targeting Bowmar's bottom 25.</p> <p>Tutor: Liza Tidwell will be working specifically with 3rd-6th Bottom 25%/Tier3 students(not including SPED). Mrs. Tidwell is a certified teacher.</p>
<p>Math Growth for Bottom 25%</p>	<p>Strategies/Actions: Bowmar will have large chunks of time within the master schedule to ensure quality Tier I instruction can take place with as few interruptions as possible. Bowmar also has built in an intervention time within the schedule for teachers to have time for small group instruction. Bowmar will monitor growth and progress of math through iReady, STAR Math (3rd</p>

	<p>grade). Bowmar is following an inclusive model with our SPED teacher going into each classroom to help co-teach for all subjects. Growth and progress for TST students will be checked monthly by giving them a growth monitoring assessment in iReady. Students will also take an iReady Diagnostic three times a year. Benchmark 9 weeks tests on EADMS in the months of October, November, and February will be taken. Teachers will differentiate instruction based on data from screeners. Teachers will also utilize small group instruction with the bottom 25%. Teachers will move students from concrete (manipulatives) to pictorial (pictures and drawings) to abstract (algorithms). Teachers will provide practice with fluency skills daily using the Sprint method. Students and teachers will also set goals (WIGs) and track progress data in their Leadership notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class. We are working toward 3-6 math teachers implementing word problem thinking map.</p> <p>Special Area: All special area teachers are assigned a specific grade to go into at specific times on specific days. They are to be an extra set of hands for grades 3-6. Specifically targeting Bowmar's bottom 25.</p> <p>Tutor: Liza Tidwell will be working specifically with 3rd-6th Bottom 25%/Tier3 students(not including SPED). Mrs. Tidwell is a certified teacher.</p>
Structured Literacy (SLI)	<p>We have two certified teachers carrying out Penny Bethany's dyslexia program. Students that are in the program have been identified and given a time to attend a one hour SLI session three times a week. Kerianne Sharp (SPED) and Olivia Foshee (hired as a tutor) are the two certified teachers.</p>
Graduation	<p>We will implement grade-level exit strategies to ensure students are ready to move onto their next grade using the 4E Exit Strategy checklists.</p>
Acceleration	NA
College and Career Ready	<p>We will implement a 6th-grade career study through the</p>

	counselor bringing in guest speakers from the workforce in Vicksburg. Students will also participate in CTE days.
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Bottom 25%		
	Number of Students in Bottom 25%	Plan for Support of Students in Bottom 25%
ELA	36 students	TST Interventions will be assigned to students who are at risk. Teachers will monitor these students closely in their data binders and data scoreboard. Students will be progress monitored on a regular basis. Students will participate in iReady. Teachers will also utilize small group instruction with the bottom 25%.
Math	38 students	TST Interventions will be assigned to students who are at risk. Teachers will monitor these students closely in their data binders and data scoreboard. Students will be progress monitored on a regular basis. Students will participate in Moby Max, Acellus and iReady. Teachers will also utilize small group instruction with the bottom 25%.

Additional Required Elements	
What project-based learning will take place for the school year. (At least one per semester is required.)	We will be implementing project-based learning through social studies, science, STEM, and music. We will implement through math and ELA if and when applicable or time permits. We will use DEFINED STEM software.
What career experiences will be provided for students? (Grades Pre-K -12 must be included)	Career Day/College Day 6th Grade Career Studies/Speakers (community partners) CTE Days for CAB/ACME/HHS
How will you implement the four exit strategies in your building?	Visuals in the building- 4Es bulletin board Grade level required 4Es checklist in leadership notebooks.
NISL Building Blocks (Only building blocks 2-8 are applicable)	Block 2 SPED/TST/SLI/TST Tier3 Tutor Block 3/4 Standards based aligned

	<p>curriculum/relevant timely/ Tier I instructional materials</p> <p>Block 5 District PD/Early Release Day/Peer observation and mentoring</p> <p>Block 6 Retention Plan</p> <p>Block 7 CTE Days/6th Grade Career Studies/Speakers</p> <p>Block 8 TLIM Program/Recognizing Teacher Leaders</p>
WIGS	<p>1st Semester ELA WIG: Bowmar will increase the number of proficient students from 74 to 115 students by December 13, 2019. <i>55% Goal</i></p> <p>1st Semester MATH WIG: <i>Bowmar will increase the number of proficient students from 30 to 105 students by December 13, 2019. 50% Goal</i></p> <p>AR WIG: All Bowmar students will increase their AR level by one year by Friday, May 8, 2020. Specifically tracking 3rd grade separately.</p>
PD Plan (All PD should reflect staff deficits and areas of growth)	<p>Curriculum Team- Small Group PD session August 2, 2019</p> <p>Teachers are allowed to attend any PD that they request that is relevant to their subject and area of growth. This is done on a case by case basis.</p> <p>We are in constant communication with Curriculum coaches about any PD teachers may need.</p>
Plan for successful practices for quality teaching and equity in each classroom	<p>NISL Blocks 2 & 6 Model lessons, CoTeach, Partner Teachers</p> <p>Principal Observation Plan #200</p>
Other goals or initiatives (Must be tied to budget expenditures, feel free to attach elements of your federal plan)	<p>PBIS different celebrations per nine weeks</p> <p>TLIM Program</p> <p>Monthly TLIM Assemblies</p> <p>Celebration Assemblies</p> <p>Life Skills Lessons</p> <p>Principal reading to K-2 classes</p>