

**Redwood Elementary
Instructional School Plan
2019-2020**

**School: Redwood Elementary
Principal: Buddy Wooten
Date: 9/3/19**

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

ELA Goal:

Pre-K: Redwood will grow 16 students from Early Emergent Reader to Late Emergent Reader classification on the STAR Early Literacy Assessment by April of 2020

Kindergarten Increase the number of students by 35% from late emergent to transitional reader and increase by 25% the number of students from transitional to probable reader.; teachers will use Saxon Phonics and Michael Heggerty Phonemic Awareness programs with fidelity; bottom 25% will be tutored by Mrs. Ellis and progress monitored weekly

1st Grade

2nd Grade Redwood Second Grade will grow from 8 students proficient to 20 students proficient in ELA on the iReady Diagnostic by December 2019.

3rd Grade Third grade will grow from 4 proficient to 17 proficient in ELA on the iReady Diagnostic by December 20, 2019.

4th Grade 4th grade will grow from 2 students proficient to 12 students proficient in ELA on the iReady Diagnostic by December 19, 2019.

5th Grade Redwood students will grow from 8 students proficient to 22 students proficient in ELA on the iReady diagnostics on Dec. 19, 2019.

6th Grade Redwood will grow from 16 students proficient to 25 students proficient in ELA on the MAAP state test by May 2019.

How will the components of literacy be measured?

Literacy Component	Measurement Tool	Justification for Use of Tool
Phonemic Awareness	STAR Early Literacy ESGI Iready	Scientifically based measure State required for end of year; research based and skill specific
Phonics	STAR Early Literacy ESGI Iready	Scientifically based measure State required for end of year; research based and skill specific
Fluency	STAR Early Literacy ESGI Letter Naming Fluency ESGI Saxon Phonics Fluency	Scientifically based measure State required for end of year; research based and skill specific
Vocabulary	Star Early Lit; ESGI I-Ready	State required for end of year; research based and skill specific
Comprehension	Star Early Lit; ESGI I-Ready EADMS	State required for end of year; research based and skill specific

Math Goal:

Pre-K Redwood will grow 16 students from Early Emergent Reader to Late Emergent Reader classification based on the Early Numeracy subdomain on the STAR Early Literacy Assessment by April of 2020.

Kindergarten To increase the number of proficient students by 25%; Ready Math will be used for instruction and I Ready math as a supplement

1st Grade First graders will grow from **six students** on grade level to 20 students on grade level in numbers in operation by the mid year iReady Diagnostic.

2nd Grade Redwood Second Grade will grow from 3 students proficient to 7 students proficient in Math on the iReady Diagnostic by December 2019.

3rd Grade Third grade will grow from 1 proficient to 8 students proficient in math on the iReady Diagnostic by December 20, 2019.

4th Grade 4th grade will grow from 4 students proficient to 30 students proficient in Math on the iReady diagnostic by December 19, 2019.

5th Grade Redwood students will grow from 6 students proficient to 15 students proficient in math on the iReady diagnostics on Dec. 19, 2019.

6th Grade Redwood will grow from 10 students proficient to 24 students proficient in math on the MAAP state test by May 2019.

Science/Biology Goal:

40 out of 63 students (63.5%) in 5th Grade science will reach a level 4 or 5 on the end of the year summative assessment . (state test)

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

<p>ELA Proficiency</p>	<p>Every Redwood classroom will have a Reading Block of 90 minutes with as few interruptions as possible. Teachers will utilize information from the 2019 summative state test, district made benchmarks, iReady Diagnostic assessments, iReady standards-mastery assessments, and teacher made EADMS assessments. Teachers will focus instruction on the power standards identified within the district made pacing guide. Tier I instruction on the standards will occur until 70% of the student population per class has achieved standards mastery. If 70% of the class does not meet mastery of the skill or standard, the standard is retaught and reassessed. <u>Special area teachers are assigned to each grade level to support teachers in their efforts of ensuring proficiency and growth of ALL. Students who have not met mastery are tutored by special area teachers from 8:30-9:30 AM and 1:30-2:00 daily.</u> Formative</p>
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	<p>assessments will be used to ensure mastery before a summative assessment is given. All summatives in grades 3-6 will be given through the EADMS platform.</p> <p>Instruction will be differentiated based on data from all assessments. Students and teachers will set goals (WIGS) and track progress data in Leadership notebooks in the classroom. Data Talks will take place with students to monitor personal progress towards reaching their goals. Data Scoreboards are posted throughout the school for visually tracking WIGS.</p>
Math Proficiency	<p>Teacher will take information from the 2019 summative state test, District made benchmarks, I-ready Diagnostic assessments, I-ready standards-mastery assessments, and teacher made EADMS assessments. Teachers will focus on power standards in the district made pacing guide, monitor standards that are mastered by 70% of the student population in class. Special area teachers are assigned in each grade level to support teachers in their efforts of ensuring proficiency and growth of ALL. Students who are not in the 70% mastery are identified and tutored by those special area teachers from 8:30-9:30 AM and 1:30-2:00 PM everyday. If the class does not have 70% mastery the skill or standard is retaught and reassessed. Formative assessments will be used to ensure mastery before a summative assessment is given. All summatives in grades 3-6 will be given through EADMS platform. Students and teachers will set goals (WIGs) and track progress in their Leadership Notebooks and rooms. Teachers will have scoreboards posted in their room tracking WIGs for individual students and the entire class.</p>

<p>Science Proficiency</p>	<p>Teacher will take information from the 2019 summative state test, District made benchmarks, and teacher made EADMS assessments. Teacher will focus on power standards in the district made pacing guide, monitor standards that are mastered by 70% of the student population in class. Students who are not in the 70% mastery are identified and tutored. If the class does not have 70% mastery, the skill or standard is retaught and reassessed. Formative assessment will be used to ensure mastery before a summative assessment is given. All summatives in 5th grade science will be given through EADMS platform. Google classroom from the district lead science department will be used as well as STEMScopes. Additionally, domain-specific vocabulary is developed and assessed through teacher made tests as well as EADMS. Test-taking strategies will be incorporated into all aspects of classroom instruction.</p>
<p>ELA Growth for All</p>	<p>Every Redwood classroom will have a Reading Block of 90 minutes with as few interruptions as possible. Teachers will utilize information from the 2019 summative state test, district made benchmarks, iReady Diagnostic assessments, iReady standards-mastery assessments, and teacher made EADMS assessments. Teachers will focus instruction on the power standards identified within the district made pacing guide. Tier I instruction on the standards will occur until 70% of the student population per class has achieved standards mastery. If 70% of the class does not meet mastery of the skill or standard, the standard is retaught and reassessed. <u>Special area teachers are assigned to each grade level to support teachers in their efforts of ensuring proficiency and growth of ALL. Students who have not met mastery are tutored by special area teachers from 8:30-9:30 AM and 1:30-2:00 daily.</u> Formative assessments will be used to ensure mastery before a summative assessment is given. All summatives in grades 3-6 will be given through the EADMS platform.</p> <p><u>Growth and progress for TST students will be checked weekly by a Growth Monitoring Assessment in iReady.</u> Instruction will be differentiated based on data from all assessments. Students and teachers will set goals (WIGS) and track progress data in Leadership notebooks</p>

	<p>in the classroom. Data Talks will take place with students to monitor personal progress towards reaching their goals. Data Scoreboards are posted throughout the school for visually tracking WIGS.</p>
<p>Math Growth for All</p>	<p>Teachers will take information from the 2019 summative state test, District made benchmarks, I-ready Diagnostic assessments, I-ready standards-mastery assessments, and teacher made EADMS assessments. Teachers will focus on power standards in the district made pacing guide, monitor standards that are mastered by 70% of the student population in class. Special area teachers are assigned in each grade level to support teachers in their efforts of ensuring proficiency and growth of ALL. Bubble students have been identified and will attend weekly tutoring sessions. Students who are not in the 70% mastery are identified and tutored by those special area teachers from 8:30-9:30 AM and 1:30-2:00 PM everyday. If the class does not have 70% mastery the skill or standard is retaught and reassessed. Formative assessment will be used to ensure mastery before a summative assessment is given. All summatives in grades 3-6 will be given through EADMS platform. Teachers will reteach and students will retest when a student fails to master material on a classroom summative.</p>
<p>ELA Growth for Bottom 25%</p>	<p>Everything listed in ELA proficiency and ELA growth for all, plus:</p> <p><u>Growth and progress for TST students will be checked weekly by a Growth Monitoring Assessment in iReady.</u> Instruction will be differentiated based on data from all assessments. Students and teachers will set goals (WIGS) and track progress data in Leadership notebooks in the classroom. Data Talks will take place with students to monitor personal progress towards reaching their goals. Data Scoreboards are posted throughout the school for visually tracking WIGS.</p> <p>SPED schedule was revamped so that SPED students are not pulled out during classroom instructional time.</p> <p>Tutor: Angie Grantham will be working specifically with 4th-6th bottom 25% Tier 3 students (not including SPED).</p>

	Students will receive remediation with Mrs. Grantham, who is a certified teacher, 30 minutes 3-4 times per week.
Math Growth for Bottom 25%	Everything listed in Math proficiency and Math growth for all, plus: <ul style="list-style-type: none"> • SPED schedule was revamped so that SPED students are not pulled out during classroom instructional time. • Non-SPED Bottom 25% will receive remediation 30 minutes 3-4 times per week with an instructional interventionist.

Bottom 25%		
	Number of Students in Bottom 25%	Plan for Support of Students in Bottom 25%
ELA	49	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	51	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. 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.)	Appropriate grade level project based learning activities will take place each semester in the STEM Lab. Each grade level will also incorporate project based learning throughout the school year. Mastery Project in every class including electives. PBL can reflect the standards and skills learned from every class.
What career experiences will be provided for students? (Grades Pre-K -12 must be included)	<ul style="list-style-type: none"> ○ Participate in elementary career days: <ul style="list-style-type: none"> ■ CAB day - September 11 ■ HHS day - November 13 ■ ACME day - Feb 26 ○ Guest Speakers ○ Internships ○ Job Shadowing
How will you implement the four exit strategies in your building?	<ul style="list-style-type: none"> ○ Enroll in College, Entrepreneurs, Enlist in the Military, Employed <ul style="list-style-type: none"> ■ Thematic Units ■ Career Day ■ Students leaving on Grade Level ■ Field Trips ■ Rigor ■ DefineSTEM ■ College Day ■ Implementation: https://www.vwsd.org/domain/3695
NISL Building Blocks (Only building blocks 2-8 are applicable)	<ul style="list-style-type: none"> ○ #2 - Resources for At-Risk Students ○ #3 - Highly Coherent Systems ○ #4 - Clear Gateway ○ #5 - Teacher Quality ○ #6 - Redesign Schools

	<ul style="list-style-type: none"> ○ #7 - Career and Technical Education ○ #8 - Leadership Development
WIGS	<p>Redwood will grow from 30 students proficient to 76 students proficient in ELA on the iReady Diagnostic by December 20, 2019.</p> <p>Redwood will grow from 21 students proficient to 77 students proficient in MATH on the iReady Diagnostic by December 20, 2019.</p>
PD Plan (All PD should reflect staff deficits and areas of growth)	<ul style="list-style-type: none"> ○ See the content areas below for professional development suggestions.
Intelligence about academic/accountability measures	
Instructional Responses from intelligence	
Plan for successful practices for quality teaching and equity in each classroom	
Other goals or initiatives (Must be tied to budget expenditures, feel free to attach elements of your federal plan)	

[Redwood Instructional Support Plan](#)