

Booneville Elementary School Improvement Plan 2020-2021



Mission:

Booneville Elementary is committed to providing our students with a safe environment so that they can learn with a purpose and conquer their goals.

At Booneville Elementary, it is our purpose to ensure that all students and staff will succeed by creating an environment of trust and support as we celebrate even the smallest of victories. Through making connections with each child, we build a trusting and loving environment that results in student growth. We will support all strides and celebrate all successes. We know that trust begins with us. We all have a purpose to achieve greatness. Given the chance and support, every child can and will learn.

Vision:

Conquerors, Safe, Purpose, Family

Collective Commitments:

We are committed to a collaborative learning environment.

We are committed to data-driven decision making.

We are committed to knowing, understanding and teaching our standards.

We are committed to find and use best practices to meet the needs of all students.

Goal 1: Increase student achievement in literacy.

Rationale: Increase number of students who perform at ready or exceeding in literacy on ACT Aspire. 35.48% of all 3-6th grade students tested were ready or exceeding. Using that number as a baseline, we will incrementally improve that percentage through a 4 year plan.

- All BES staff will be trained in the PLCs at work.
- As a Professional Learning Community, teachers will focus on what we want students to know, what we do if they don't learn it, what we do if they do learn and what do we do if they already know it?

- Students will be able to access teaching, learning and information through a variety of platforms such as a blended learning, flipped classroom, traditional setting, or virtual classroom.
- We believe that by having all teachers in all subject areas trained in the Science of Reading and attending the RISE Academy held by the Department of Education that we will change this trend.
- Curriculum is aligned vertically and horizontally through our Power Standards.
- Literacy Curriculum is appropriately paced with formative and common assessments to measure instruction and student learning of those literacy power standards.
- Students will take ACT Aspire Interims for test taking practice. Daily ACT Aspire literacy question to work grades 3-6.
- All students will be assessed through the Phonological Awareness Screening Test and then receive daily interventions based on individual reading needs.
- Continuous cycle of needs assessment and constantly striving for reading excellence.

Goal 2: Increase student achievement in mathematics.

Rationale: Increase number of students who perform at ready or exceeding in math on ACT Aspire. 40.92% of all 3-6th grade students tested were ready or exceeding. Using that number as a baseline, we will incrementally improve that percentage through a 4 year plan.

- All BES staff will be trained in the PLCs at work.
- As a Professional Learning Community, teachers will focus on what we want students to know, what we do if they don't learn it, what we do if they do learn and what do we do if they already know it?
- Students will be able to access teaching, learning and information through a variety of platforms such as a blended learning, flipped classroom, traditional setting, or virtual classroom.
- As a building, we will focus on school wide math fact fluency. We will continue with Eureka Math via EngageNY as we saw gains as much as 40 points on this year's MAP assessments. Provide interim testing based on Modules taught per quarter. Students will take ACT Aspire Interim the 3rd quarter to see how they perform and make instructional decisions.
- Daily ACT Aspire math problem to work grades 3-6.
- Implement Embarcc.online, Prodigy and Zearn to help go deeper with math standards.
- Focus on "Unpacking the Standard" in mathematics and a deeper understanding of what the standard is expecting.
- Math Curriculum is appropriately paced with formative and common assessments to measure instruction and student learning.

- Continuous cycle of needs assessment and constantly striving for mathematical excellence.

Goal 3: Increase student achievement in science.

Rationale: Increase number of students who perform at ready or exceeding in science on ACT Aspire. 37.31% of all 3-6th grade students tested were ready or exceeding. Using that number as a baseline, we will incrementally improve that percentage through a 4 year plan.

- All BES staff will be trained in the PLCs at work.
- As a Professional Learning Community, teachers will focus on what we want students to know, what we do if they don't learn it, what we do if they do learn and what do we do if they already know it?
- Students will be able to access teaching, learning and information through a variety of platforms such as a blended learning, flipped classroom, traditional setting, or virtual classroom.
- Daily data and graph interpretation practice.
- Teachers will teach nonfiction close reads and read alouds to support understanding and vocabulary.
- Teachers will implement writing strategies to improve reading comprehension and vocabulary.
- Math fact fluency will increase student's science manipulation and formula accuracy.
- Curriculum alignment with interim assessments matching the curriculum taught. Students need to be assessed on what they have been taught in order for decisions to be made in regards to their learning. Teachers with an aligned curriculum will formative assess students to make certain that students are understanding the content before a summative assessment. Teachers will focus on and remediate those students not found to have mastered standards taught.
- Continuous cycle of needs assessment and constantly striving for mathematical excellence.

Literacy Support Plan-School Level

K-6:

Each grade level has a **written curriculum map** based on the science of reading approved literacy curriculum, Wit and Wisdom.

Classroom Teachers use Heggerty for their (science of reading approved) **phonemic awareness program**.

Classroom Teachers use **Wilson's Foundations and Just Words** (science of reading approved) for their phonics program.

All students K-2 are screened minimum of 3 times a year for reading difficulties. (Act 1063 dyslexia requirements)

Adequate time for literacy instruction is included in the class schedule. Literacy instruction includes all strands of Scarborough's Rope

Intervention Plans are created for students identified as at risk for reading difficulties.

- RTI team meets and determines support for each struggling student.
- Diagnostic assessments determine specific skills deficits.
- Evidence based interventions are delivered through RTI support.
- Progress Monitoring is established for each Tier of instruction.

Literacy skills are integrated in content areas through reading comprehension, vocabulary, writing, speaking and listening.

- Texts are used to build background knowledge in content areas.
- Collaborative environment is created to foster curiosity and learning through talk and inquiry.
- In upper grades, robust domain specific vocabulary should be used.
- Students should be reading grade level texts in all content areas each day.