

2018-2019

Booneville Elementary School Improvement Plan

Mission: The faculty and staff of Booneville Elementary School believes that the future starts here. Our goal is to prepare each student for success. We accept the responsibility of helping ALL students reach their fullest potential by nurturing their talents and guiding them toward quality student performance through the critical elementary years.

Vision: The vision of Booneville Elementary School is to produce highly motivated students who are responsible for their actions, make good choices, and seek to improve themselves through their education. Our students will have the skills to think through and rationalize problems while having acquired the reading and writing skills necessary to become a lifelong learner. Our students will return to society a thoughtful, kind and concerned citizen.

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.

- 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. First, we have to train our teachers and give them the tools necessary.
- We will also study David Kilpatrick's work on literacy and the way students learn to read. We will either train a literacy interventionist or train a paraprofessional to assist teachers in interventions. We will improve students who are reading on grade level to 80% in the four year plan. We will make decisions based on data to show where our efforts need to be focused next.
- 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 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.
- Students will take ACT Aspire Interims for test taking practice. Daily ACT Aspire literacy question to work grades 3-6.

- 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.

- 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 interims 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 to help go deeper with math standards.
- 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 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.

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.

- 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 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.

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Booneville Junior High

School Improvement Plan 2018-2019

GOAL 1

GOAL BASED ON ANALYSIS OF STUDENT NEEDS: Administration will give Social Studies and English Language Arts Teachers Common Planning Time to correlate lessons and ELA strategies.

INTERVENTIONSTRATEGY: Match our Social Studies teachers with our English teachers and give them a common, required planning time. We will also require teachers to use lesson plans that correlate and use common terminology.

JUSTIFICATION:

- We want our Social Studies teachers to become reading/writing teachers using Social Studies materials.
 - This promotes teacher buy-in from the Social Studies teachers.
 - This will provide consistent terminology and goals for both teachers.
 - The expectations for both classrooms will be consistent and reinforced.
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TIMELINE: This strategy will be fully implemented prior to school starting as these teachers work together to come up with documents to support consistent terminology and lesson plans.

EVALUATION FOR EFFECTIVENESS: I will evaluate this plan by reviewing teachers' lesson plans and by empirical observations.

GOAL2

GOAL BASED ON ANALYSIS OF STUDENT NEEDS: All core teachers will use released Items/Exemplars for Bell Work

INTERVENTION STRATEGY: Teachers will use released test items/exemplars to practice skills that will be on the ASPIRE at least 3 days of the week.

JUSTIFICATION:

-Doing this provides good practice for our students with questions modeled after the ASPIRE format.

-Students feel confident to try and do their best in this setting and can receive immediate help from his or her teacher.

-This gives the teacher an opportunity to evaluate students, check for understanding, and reteach if necessary.

TIMELINE: This strategy will be fully implemented at the beginning of the 2018-2019 school year.

EVALUATION FOR EFFECTIVENESS: If this plan is effective, we should see students become more comfortable with ASPIRE type questions. I will evaluate this with test scores and a teacher survey.

GOAL3

GOAL BASED ON ANALYSIS OF STUDENT NEEDS: Students will spend less time on testing

INTERVENTION STRATEGY: Rather than giving students 3 interim tests in 4 different subjects, we will give 2 interim tests and all on the same day.

JUSTIFICATION:

-We feel that students are tested too often. In the course of a year, students will take 12 extra tests due to interim testing. This does not include the actual ASPIRE.

-We are losing too much instructional time due to testing. On average, here's how many tests students take over the year per class at the Junior High:

<i>1st 9 Weeks</i> <i>Chapter tests - 4 days</i> <i>1st 9 Weeks test- 3 days (1-2/or review^{1/2})</i> <i>Interim test-1 day</i>	<i>2nd 9 Weeks</i> <i>Chapter tests 4 days</i> <i>2nd 9 Weeks test- 3 days (1-2/or review)</i> <i>Interim test- 1 day</i> <i>Semester Test- 3 days (2 for review)</i>
<i>3rd 9 Weeks</i> <i>Chapter tests 4 days</i> <i>3rd 9 Weeks test- 3 days (1-2 for review)</i> <i>Interim Test- 1 day</i>	<i>4th 9 Weeks</i> <i>Chapter tests 4 days</i> <i>2 days of Testing the ASPIRE- 2 days</i> <i>4th 9 Weeks test- 3 days (1-2/or review)</i> <i>Semester Test- 3 days (2 for review)</i>

Approximately 40 days of the 178 days in session are used for testing.

-We take the interim tests to gather data on student progress. The issues with this concept are twofold: 1.) Students give little to no effort on these interims. 2.) Because students have given no effort, the data is rendered useless.

-Interims assess knowledge for the entire year. We were told, "Your students shouldn't be "Exceeding" for the first interim because they are being tested on topics that haven't been covered yet." By doing this, they were trying to compare apples to apples, but this fails to give students opportunity for success. We tell our students "It's ok. You're not supposed to be 'exceeding' yet." This sets a precedence of "Why try? I'm going to fail anyway. Plus, this isn't for a grade." These are unrealistic expectations and automatically set students up for failure.

-When students learn this concept of not trying, it filters over into the actual ASPIRE. This becomes a learned habit because we have watered down the test.

-Interims are very frustrating to students that are conditioned to be successful because they are tested on standards that they have yet to learn. This makes them think, "This is too hard for me. I'm just not good at Algebra."

-Doing the Reading interim makes sense because you should see growth as they become better readers. Asking a student to answer questions on the quadratic formula on the first interim is unfair given that this won't be taught until the fourth 9 weeks, but growth in reading is feasible.

TIMELINE: This strategy will be fully implemented by the end of the 2018-2019 school year.

EVALUATION FOR EFFECTIVENESS: If this plan is effective, we should see an increase in our test scores. Also, I will evaluate at the end of the year with a teacher survey.

4/30/2018

Booneville High School (BOONEVILLE SCHOOL DISTRICT)

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Building Level Improvement Plan

I. Plan: Design a data-informed plan for improving learning

A. Goals and Anticipated Outcomes- Throughout the 2018-2019 school year, the use of ACT Aspire interims will be utilized to monitor student growth in math, English, reading, and science .

1. Math- It was found in the school year 2017-2018 that grade level progress and integrating essential skills were lowest at 14% and 16% respectively. A goal of 20% in each of these categories will be set for the 2018-2019 school year.
2. English- It was found in the school year 2017-2018 that grade level progress was at 54%. A goal will be set for the 2018-2019 school year to reach 58%.
3. Science - It was found in the school year 2017-2018 that grade level progress was at 39%. As science standards are better determined and established by the ADE this year, teachers will set a goal to achieve 43% proficiency in the school year 2018-2019.

B. Evidence-based interventions and practices to be implemented

1. Math-To reach our goals, teachers plan to implement Response to Intervention (RTI) by utilizing 10% of class time to review and revisit previous skills learned. The need for math to build on past material makes filling gaps extremely crucial to the learning process. Teachers will use Moby Max as a tool to assess students' weak areas while also creating a program of study individualized for students.
2. English instructors will utilize 10% of class time to strengthen writing skills to improve production and distribution of authentic writing. Throughout the year, reading exercises and activities will be assigned to strengthen and encourage students to more aptly analyze various types of reading.
3. As the ADE sets and establishes science standards, science instructors will be better equipped to help students focus on areas of import and improve engagement in and practice with science state standards.

C. Professional Development Opportunities to prepare educators and stake holders

1. Math- Moby Max has online tutorials to train teachers on how to use the software along with monitoring student achievement. Josh Walker (Junior High Principal) will also assist in training for teachers that need extra help.
2. English teachers will attend sessions as suggested by our district's co-op in order to address students' areas of weakness, specifically the production and distribution of writing as well as analysis of various styles and complexities of texts.
3. Science teachers will be attending various professional development sessions in which they will gain a better understanding of state-approved standards. They will work to create lessons according to requirements as outlined by the state.

II Do: Implement the plan

Each teacher will monitor students through various classroom lessons and activities as well as utilizing ACT Aspire interim assessments results in order to determine students' progress, strengths, and weaknesses as the school year progresses.

III Check: Assess, reflect, and act for improvement

Students will be evaluated quarterly through ACT Aspire interims. Teachers will be asked to reflect on their teaching practices throughout each quarter. Comparing their daily practices and the implementation of standards to the results of interim assessments, teachers will be able to better identify which practices were effective or ineffective in reaching previously set goals. If warranted, vertical teams or departments may choose to meet in order to report results and discuss effective and/or ineffective practices in individual classrooms.