

Booneville Elementary School Improvement Plan 2023-2024



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 finding and using 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 and english on ACT Aspire. 57% 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?
- 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 with CFAs to match.
- Literacy Curriculum is appropriately paced with formative and common assessments to measure instruction and student learning of those literacy power standards.
- Each grade level will have literacy interventions based on CFA data that is fluid.
- Students will be assessed on phonemic awareness and phonics skills through assessments such as the Phonological Awareness Screening Test, DIBELS, WADE, and other grade level, age appropriate applicable assessments. They will receive daily interventions based on individual reading needs.
- Continuous cycle of needs assessment and constantly striving for reading excellence.
- Intervention programs such as 95% group have been added to help in areas of phonemic awareness and phonics.
- Intervention programs such as I Station have been added in order to help in the areas of core instruction.
- K-3 has implemented the Saxon Reading and Spelling Program.
- K-5 will implement the Benchmark Literacy Program as its core reading program in 23-24. According to DESE Science of Reading Program approvals, Benchmark Literacy covers more of Scarborough's Rope than other literacy programs approved.

Goal 2: Increase student achievement in mathematics.

Rationale: Increase number of students who perform at ready or exceeding in math on ACT Aspire 56% 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?
- As a building, we will focus on school wide math fact fluency. We will continue with Eureka Math via EngageNY.
- 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.
- Intervention programs such as I Station will be added in order to help in the areas of core instruction.
- Math Interventionist has been added to support students not mastering essential math standards.
- As a building, we are focused on Math Fact Fluency using programs such as xtramath and written fluency practice.
- Each grade level will have math interventions based on CFA data that is fluid.
- We will implement Saxon Mathematics for grades K-2.

Goal 3: Increase student achievement in science.

Rationale: Increase number of students who perform at ready or exceeding in science on ACT Aspire. 37% 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?
- 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.
- Students will 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 formatively 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.
- Intervention programs such as I Station will be added in order to help in the areas of core instruction.
- Each grade level will have science interventions based on CFA data that is fluid.

Literacy Support Plan-School Level

K-6:

Each grade level has a **written curriculum map** based on the science of reading approved literacy curriculum, **Benchmark Literacy Program**.

Classroom Teachers use 95% Group, Kilpatrick's One Minute Activities and Heggerty for their (science of reading approved) **phonemic awareness program**.

Classroom Teachers use **Saxon Reading and Spelling Program for K-3** or **Wilson's Just Words** (science of reading approved) for their phonics program.

All students K-2 are screened a 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.

Literacy instruction is based on the Science of Reading "Look Fors" provided by DESE.

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

- RTI team meets and determines support and interventions for each struggling student.

- Diagnostic assessments determine specific skills deficits.
- Evidence based interventions are delivered through RTI Tier 2 and Tier 3 intervention 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 and vocabulary 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.

Science of Reading approved 95% group has been purchased to support students in phonemic awareness, **Benchmark Literacy Program** to support fluency and comprehension, and Saxon Phonics and Spelling/Just Words to support phonics instruction.

District	Booneville School District					
School	Booneville Elementary School					
Subgroup	3 Hispanic/Latino					
Data Expectation: 95% Tested	2023 ELA	2023 Math	2022 ELA	2022 Math	2021 ELA	2021 Math
	94.44	94.44	94.74	94.74		
District Plan				DESE Support		
<p>Work with the district test coordinator to ensure that students:</p> <ul style="list-style-type: none"> • Test within the first two weeks of the testing window • Complete makeup testing immediately following initial test administration • Attend "ACE"-ing Test Corrections webinar • Submit Reason Not Tested corrections in Assessment Correction Engine (ACE) for SY2023 within week 1 • School eSchool Coordinator will ensure accuracy of ALL enrollment data prior to October 1 and first day of data pull (April 15) • DTC will attend all required training for summative administration <p>Work with Engagement Coordinator to help reframe and rebrand the assessment and accountability system so that parents, families and community members understand that:</p> <ul style="list-style-type: none"> • The Arkansas Teaching and Learning Assessment System (ATLAS) is aligned to Arkansas Content Standards for ELA, reading, mathematics, and science. • ATLAS is adaptive within grade level • Assessing all students within a school is the best way to measure the impact the school is having on the achievement and growth of students. • Students should focus on meeting or exceeding their growth expectation for the year for each content area. • Value-added growth levels the playing field for students regardless of income level or background. 				<ul style="list-style-type: none"> • DESE Assessment Unit-Summative administration training, Get, Set, Go! • Provide training via "ACE"-ing Test Corrections webinar • Provide technical support via Zoom to DTC during ACE window to help with corrections and provide feedback. 		
Correspondence Date		November 13, 2023		DESE Point of Contact	Tiffani Grayer	