



Visual and Performing Arts Magnet School 2022-2023

Lee Caldwell, Principal
Marcus Jones, Assistant Principal
Wes Swift, Assistant Principal

Literacy Plan

VPA will see:

- students who meet readiness level in ELA on the 2021 ESSA Weighted Achievement Level will increase from 32% to 40%.
- increase student engagement for English learners from 65.91 points to 70 points.
- increase growth in reading at grade level for Hispanic/Latino learners from 27.94 points to 38 points.
- students who meet proficiency/advanced on iReady will increase from 18% at BOY to 60%.
- students who meet proficiency/advanced on ORF will increase from 43% at BOY to 60%.
- students who meet proficiency/advanced on RI will increase from 39% at BOY to 60%.

Action Steps for Literacy Plan:	Data Point/Monitored By/Timeline:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> • Teachers will use <u>Heggerty Phonemic Awareness Curriculum</u> in 1st grade for the purpose of reinforcing phonemic awareness skills. This curriculum will support students in demonstrating an understanding of spoken words, syllables, and sounds (phonemes). In 2nd grade, teachers will use this curriculum to reinforce these skills as needed. • 95% Group Core Phonics will be used to provide systematic and explicit word study and spelling instruction in grades K–3. This curriculum will support students in knowing and applying grade-level phonics and word analysis skills in decoding words, including knowledge of the six syllable types and morphological units. It will also aid students in encoding (spelling) using knowledge of sound-letter relationship (phoneme grapheme mapping), common spelling patterns, and frequently occurring irregular words. • 95% Group Multisyllable Routine Cards will be used in grades 4-6 to provide instruction in decoding and pronouncing longer words. Teachers will use this five minute a day instructional routine to help students learn how to decode multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. • In grades 4-6, teachers will use <u>Morpheme Magic and Tim Rasinski's book, Green and Latin Roots: Keys to Building Vocabulary and Words by Marcia</u> 	<p>Timeline:</p> <ul style="list-style-type: none"> *BOY,MOY and EOY iReady Testing *Quarterly Checks Reading Inventory <p>Monitored By:</p> <p>Lee Caldwell, Marcus Jones, Twila Nichols, and Wes Swift</p> <p>Data Points:</p> <ul style="list-style-type: none"> *Implementation of curriculum with focused walkthroughs and lesson plans. *Collaborative data teams tracking ORF, PSI/ESI *BOY,MOY, EOY iReady growth *BOY,MOY,BOY Reading Inventory

Henry to supplement instruction on the use of morphology (e.g., roots, affixes) to accurately read unfamiliar multisyllabic words. Students will learn how to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., telegraph, photograph, autograph).

- First and second grade teachers will use **Amplify Core Knowledge Language Art: Knowledge Strand** to help students build the background knowledge and vocabulary critical to listening and reading comprehension. By reading stories, dramas, and poems from diverse cultures and different time periods, teachers will support students' acquisition of literary and cultural knowledge, as well as build familiarity with various text structures and elements. Teachers will read complex texts in history/social studies and science, so that students build a foundation of knowledge, giving them the background to be better readers in all content areas. This curriculum will ask students to give text-based answers, both in oral and written form, and participate in shared research and writing projects.. As students learn to write narrative and explanatory/informative texts and participate in collaborative conversations about topics and texts, they will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- In grades 3-6, teachers will use the comprehensive English language arts curriculum, **Wit & Wisdom**, to build student knowledge of important topics, acquire vocabulary, and master literacy skills in an integrated approach.. Teachers will use grade-level, authentic texts, including literary, informational, and fine-arts, to engage students in a topic as they practice reading, writing, speaking, and listening. Through a framework of questioning, teachers will guide students in the process of reading, understanding, and analyzing complex texts and creating meaningful and purposeful responses to their reading, both oral and written. Students will learn how to craft written responses specific to a particular purpose or genre, use the writing process to refine and enhance writing, and conduct short and sustained research products. Through Socratic Seminars, students will learn how to prepare and participate in conversations, while expressing their ideas clearly and building on the ideas of others. Deep dives will provide explicit instruction in language skills, and Vocabulary Journals will provide students with a record of new words acquired and the strategies they used to learn and practice new vocabulary. Language standards are also integrated into module study as students determine and demonstrate understanding of word meanings.

*Teachers meet one on one with Instructional Facilitators (Abbie Haley and Dr. Knowlton) to discuss student/class growth on iReady testing.

Intervention:

- Screenings (**Phonics Screener for Intervention, DIBELS8, Reading Inventory, Elementary/Primary Spelling Inventory, Core Phoneme Seg. PAST**) will take place at the beginning of the year to show what struggles are occurring.
- Teachers and interventionists will use **Kilpatrick's One Minute Drills** to address phonemic awareness deficits in all grades.

Timeline:

Data Meeting (last Tuesday of the month) throughout the 2022-2023 school year.

Monitored by:

<ul style="list-style-type: none"> Teachers and interventionists will use the <u>95% Group Phonics Screener for Intervention (PSI)</u> to identify specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results. The <u>Phonics Lesson Library (PLL)</u> intervention program will provide teachers with phonics intervention lessons specific to skill deficit. Explicit lessons include a review of previous skills, teaching of new concepts, word reading accuracy, and fluency practice at the word, phrase, sentence and passage level. Students will be placed in a small group (STARS) to fill in any gaps identified. <ul style="list-style-type: none"> Teachers will use the programs listed above to identify these gaps. Progress will be tracked through progress monitoring. Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>Abbie Haley and Latwayla Knowlton, but led by classroom teachers and interventionists:</p> <p>Data Points:</p> <ul style="list-style-type: none"> *STARS time intervention logs *progress monitoring discussed during monthly data meetings during the 2022-2023 school year.
<p>Remediation:</p> <ul style="list-style-type: none"> Screenings (<u>Phonics Screener for Intervention, DIBELS 8, Reading Inventory, Elementary/Primary Spelling Inventory, Core Phoneme Seg. PAST</u>) will take place at the beginning of the year to show what struggles are occurring. Teachers and interventionists will use <u>Kilpatrick's One Minute Drills</u> to address phonemic awareness deficits in all grades. Interventionists will use <u>S.P.I.R.E with Sounds Sensible</u> for students identified with characteristics of dyslexia, students who are in need of intensive support, or students who do not make adequate progress in 95% Group Phonics Lesson Library intervention. This multi-sensory, explicit, structured literacy program includes instruction in phonology, sound-symbol relationship, syllables, morphology, syntax, and semantics. The lesson consists of ten steps which include the following components: phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing. Students are progress monitored to ensure concept mastery. Students will be placed in a small group (STARS) to fill in any gaps identified. <ul style="list-style-type: none"> Teachers will use the programs listed above to identify these gaps. Progress will be tracked through progress monitoring. Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>Timeline:</p> <p>Data Meeting (last Tuesday of the month) throughout the 2022-2023 school year.</p> <p>Monitored By:</p> <p>Abbie Haley, Latwayla Knowlton, classroom teachers, and interventionists:</p> <p>Data Points:</p> <ul style="list-style-type: none"> *STARS time intervention logs *progress monitoring
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> Quarterly Personal Goal Meetings with Teachers Personal Goal Tracking for students Classroom Walkthroughs Coaching Cycles Model lessons After school trainings/Power Hours SOAR Grant 	<p>Timeline:</p> <p>Data Meetings (last Tuesday of the month) and all throughout the 2022-2023 school year.</p> <p>Monitored By:</p> <ul style="list-style-type: none"> *SPIRE-DeLucena/Robinson *Goals-teachers *Walkthroughs-

	<p>Caldwell, Swift, Jones, Nichols, Haley, and Knowlton</p> <p>*Coaching- Haley/Knowlton</p> <p>Data Points:</p> <p>*Sign-In sheets</p> <p>*surveys</p> <p>*goal sheets</p> <p>*SPIRE</p> <p>*Coaching notes</p> <p>*Walk-Throughs</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • Training for new literacy curriculums (CKLA and Wit & Wisdom) aligned to their grades. • Book Study • Eric Jensen Training • PLC Conference • 95% Core training - grades 1-3 • SPIRE training - interventionists and special education teachers 	<p>Timeline:</p> <p>Data Meetings (last Tuesday of the month) and all throughout the 2022-2023 school year.</p> <p>Monitored By:</p> <p>Lee Caldwell, Abbie Haley, Latwayla Knowlton</p> <p>Data Points:</p> <p>*Sign-In Sheets</p> <p>*Agendas</p> <p>*RISE</p> <p>*Teacher Workday Documentation-</p> <p>*Unpacked unit, calendar with CFA pacing guide</p> <p>*CFA and Summative assessments data</p> <p>*Weekly collaborative team agendas</p> <p>*Notes of documented work of PLC to verify that these workdays have brought consistency to grade level.</p> <p>*Faculty Book: Caldwell</p>



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Math Plan

VPA will see:

- 8% (33 students) of students who meet readiness level in math on the 2021 ESSA Weighted Achievement will increase from 44% to 52%.
- English Learners at or above 85 in the value-added growth score in ESSA increasing from 82.2 in 2020-21.
- Black or African American learners in grades 3-6 showing math readiness will increase from 29% (48 students) to 34% (58 students).

Action Steps for the Math Plan:

Data Point/Monitored By Timeline:

Core Curriculum:

- Teachers will use curriculum maps to implement **iReady Math**
- Collaborative teams will look at Instructional Cycles for the district essential standards. Teachers will work together to create common assessments, pace lessons, and use these assessments to guide future instruction/interventions. Diagnostic Screeners will occur before each Module to let teachers know of deficits due to school closure for Covid-19 last Spring. This information will help the teachers build in some scaffolding needed before grade level instruction.
- ***iReady Math** - All Math teachers in grades 1-6 will be trained in and begin implementation of the iReady math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.
- Imagine Learning Math/Imagine Learning Math Facts adaptive software will be purchased for students in grades 1-6:
- Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.)
- Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine.

Timeline:

Data Meetings (last Tuesday of the month) and all throughout the 2022-2023 school year.

Monitored By:

Lee Caldwell, Wes Swift, Twila Nichols, Marcus Jones, and Collaborative data teams

Data Points:

*current curriculum implementation
 *focused walkthroughs
 *lesson plans.
 *Essential Standards Screener
 *CFA Data
 *Imagine Learning Timeline

<ul style="list-style-type: none"> • Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. • Live tutor accessible during classroom software usage or during home usage. • Recommended time is 45 minutes per week. 	
<p>Intervention:</p> <ul style="list-style-type: none"> • Imagine Learning's Quantile assessment will be given 3 times per year to track annual expected growth. • Students will be placed in a small group (STARS) to fill in any gaps identified. • Progress will be tracked through progress monitoring. • Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>Timeline: Data meeting/Progress monitoring meetings (last Tuesday of the month) all throughout the 2022-2023 school year.</p> <p>Monitored by: Abbie Haley and Latwayla Knowlton, classroom teachers, and interventionists</p> <p>Data Points: *STARS time logs</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • Imagine Learning's Quantile assessment will be given 3 times per year to track annual expected growth. • Students will be placed in a small group (STARS) to fill in any gaps identified. • Progress will be tracked through progress monitoring. • Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>Timeline: Data meeting/Progress monitoring meetings (last Tuesday of the month) all throughout the 2022-2023 school year.</p> <p>Monitored by: Abbie Haley and Latwayla Knowlton, classroom teachers, and interventionists</p> <p>Data Points: *STARS time logs</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> • Quarterly Personal Goal Meetings with Teachers • Personal Goal Tracking for students • Classroom Walkthroughs • Coaching Cycles 	<p>Timeline: Throughout the 2022-2023 school year.</p> <p>Monitored by: Abbie Haley and</p>

	<p>Latwayla Knowlton, classroom teachers, and interventionists</p> <p>*Goals-teachers</p> <p>*Walkthroughs-Lee Caldwell, Wes Swift, Twila Nichols, and Marcus Jones</p> <p>*Coaching-Haley/Knowlton</p> <p>Data Points:</p> <p>*STARS time logs</p> <p>*Sign-In sheets</p> <p>*surveys</p> <p>*goal sheets</p> <p>*Walk Through Data</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • Planning with district math specialist • iReady Math training • Collaborative Teams through Professional Learning Communities • Modeling/training of morphology integration into math/science classrooms • Imagine Learning software training as needed • Instructional Facilitators will work with Math/Science teachers to get RISE integrated into their curriculum. This will be seen in the IF calendar. 	<p>Timeline:</p> <p>Throughout the 2022-2023 school year.</p> <p>Monitored By:</p> <p>Lee Caldwell, Abbie Haley, and Dr. Latwayla Knowlton</p> <p>Data Points:</p> <p>*Sign-In Sheets,</p> <p>*Agendas</p> <p>*PD on IF Calendar</p>



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Subpopulation (Special Education) Plan

VPA will see:

- Students with Disabilities will be at or above 80.0 in the value-added growth score in ESSA increasing from 77.71 in 2020-21.
- Students with Disabilities will be at or above 53 in the ESSA Index Score in ESSA increasing from 50.07 in 2021.
- Students with disabilities showing literacy proficiency will increase from 34.84 points to 6 points.
- Students with disabilities in grades 3-6 showing math proficiency in ACT Aspire will increase from 9% to 12%, this moves 2 students in this subgroup to proficiency. Students with disabilities falling “in need of support” will decrease from 45.75% to 40.5% which moves 3 students from “in need of support” to “close”.

Action Steps for Subpopulation Plan:

Data Point/Monitored By/Timeline:

Core Curriculum:

Teachers use S.P.I.R.E instruction and iReady Math as their core curriculum.

Timeline:

Throughout the
2022-2023 school
year.

Monitored By:

Lee Caldwell, Wes
Swift, Twila
Nichols, and
Marcus Jones

Data Points:

*current curriculum
implementation
*focused
walkthroughs
*lesson plans

Additional Initiatives to support the goal:

- Focus walkthroughs looking for evidence of RISE.
- STARS time-students will be served during intervention time to fill gaps
- Personal Goal Tracking for students

Timeline:

Throughout the
2022-2023 school
year.

Monitored By:

Lee Caldwell, Wes
Swift, Twila

	Nichols, Marcus Jones, and teachers Data Points: *Sign-In sheets *surveys *Teacher goal sheets *Stars data *Walkthroughs data
Planned Professional Development and Support: <ul style="list-style-type: none"> • Training for new literacy curriculums (CKLA and Wit & Wisdom) aligned to their grades. 	Timeline: Throughout the 2022-2023 school year. Monitored By: Lee Caldwell, Abbie Haley, Latwayla Knowlton Data Points: *Sign-In Sheets *Agendas *RISE training/implementation Data