



Westwood Elementary

2023-2024 School Improvement Plan

NEEDS ASSESSMENT

Our Needs Assessment indicated areas of weakness in Reading and Science. Upon review of our testing data, it was determined that the ACT Aspire Summative Assessment Percentage Proficient and Exceeding for 2022 were as follows:

Grades	English	Reading	Science	Math
Combined	75%	53%	51%	70%
3rd	72%	47%	44%	74%
4th	80%	60%	60%	64%

Areas of Need:

- Reading on-grade level
- Mastery of Essential Standards in all subject areas

Goals:

1. The goal of Westwood Elementary is to grow the percentage of students reading on grade level by 7%.
2. Another goal of Westwood Elementary is for a minimum of 80% of our K-4 students to attain mastery on each essential standard in both reading and math.

IMPLEMENTATION

Reading: Based on research from the Science of Reading, strong reading requires a combination of skills in phonological awareness, phonics, fluency, comprehension, and vocabulary. Westwood recognizes the importance of each of these pillars and plans intentional instructional practices to accelerate learning in each.

1. *All K-4 teachers will attend ongoing Science of Reading Professional Development. Teachers will utilize best instructional practices derived from student achievement to increase the number of students reading on grade level.*

2. Collaborative teams will work through the process of studying the newly adopted Arkansas state standards, identifying essential skills, and constructing pacing guides and lessons for the upcoming school year. Common assessments will be established and used to monitor student progress on each of the identified essential standards.
3. To further ensure a guaranteed and viable curriculum, classroom teachers will identify growth goals from one element in the "Content" category from Marzano's Model of Instruction. Daily lesson plans will denote a focus on Phonics and Phonological Awareness, while strengthening our vocabulary and comprehension instruction.
4. Collaborative teams will use data from common assessments to identify specific gaps in individual student learning. Teams will then provide targeted instruction to intervene on specific skills until students attain mastery.
5. Collaborative teams will meet weekly to ensure that students receive instruction and assessments that meet the intended rigor of the standard. Teams will utilize the Four Critical Questions of a PLC to guide discussions and remain focused on student learning.
6. Collaborative teams will produce proficiency scales to ensure students attain pre-requisite skills, current learning, and are offered the opportunity to extend their learning.
7. Administration will utilize universal and diagnostic screeners, as well as interim and summative assessments to identify students who are below grade level in reading. These students will then be scheduled into a Tier 3 remediation block, within the allotted school day, with a reading interventionist or specialist.
8. For both interim and summative assessments, teachers in grades K-2 will utilize NWEA Assessments during the 2023-2024 school year, while grades 3-4 will utilize ATLAS.

Essential Standards Mastery: In order to ensure all students are learning at high levels and reaching mastery on grade level essential skills, it is imperative to provide multiple tiers of instruction. It is our mission to consistently provide high quality, well paced Tier 1 instruction in order to prevent needless frustration and remediation. If students require extra support to master grade level essentials, after exposure to strong Tier 1 instruction, carefully planned and executed instruction for Tier 2 and Tier 3 is provided.

1. Additional time has been secured in the master schedule so all students are able to receive both Tier 2 and Tier 3 intervention as needed. Teachers will utilize Tier 1, Tier 2, and Tier 3 instruction so that students have an opportunity to acquire mastery of grade level essential standards and filling in learning gaps from prior grade level(s).
2. Teachers will participate in instructional rounds, with focus on "Direct Instruction Lessons," "Practicing and Deepening Lessons" and "Knowledge Application Lessons." Teachers will gain applicable instructional strategies from colleagues to provide preventative measures and strengthen Tier 1 instruction.

3. *Westwood Staff will participate in 2-3 coaching days from Marzano Resources, emphasizing the most effective instructional strategies.*

EVALUATION

Westwood Elementary works as a Professional Learning Community to guarantee that all students are learning and growing. Staff obtains embedded Professional Development opportunities to enhance best practices in every classroom. Additionally, the master schedule provides opportunity for all students to engage in grade level instruction, as well as remediation and extension on a skill-by-skill basis.

Reading: Every collaborative team utilizes a weekly meeting time to create common assessments, design effective instruction, and analyze data to form intervention groups.

1. *All teachers will administer state mandated screeners in the areas of phonemic awareness, phonics, comprehension, fluency, rapid naming, and spelling three times per year.*
2. *Teachers in grades K-3 will teach systematic, explicit phonics instruction, giving unit assessments to ensure mastery of each skill taught. Teachers in all grade levels will utilize diagnostic screeners and assessments for additional monitoring of students growth. These resources include: 95% Group Phonological Awareness Screener for Intervention (PASI,) 95% Group Phonics Lesson Library, 95% Group Multi-Syllable Routine Cards, and the 95% Group Phonics Screener for Intervention (PSI.)*
3. *Teachers will use common formative and summative assessments, aligned with proficiency scales, for grading to determine a student's mastery level on essential standards and/or learning targets.*
4. *Administrators will conduct frequent classroom walkthroughs to assist teachers in executing the Science of Reading strategies. Walkthrough data will also monitor implementation of identified elements from the Model of Instruction.*
5. *We will evaluate the reading achievement and individual growth data after each MAP/ATLAS interim and summative assessment window.*

Essential Standards Mastery: Collaborative teams will establish SMART Goals to document evidence that each student is achieving mastery of the essential standards. Teams will discuss this data weekly during our collaborative meetings.

1. *Teachers will record a student-by-student, skill-by-skill analysis for each common assessment and discuss data findings during collaborative team meetings.*
2. *Data analysis forms will be used as a monitoring tool for students' mastery of essential standards.*