Johnson County Westside School District Improvement Plan

Needs assessment process used to identify the focus of the school level improvement plan(s).

Building and district level teams analyze data provided by the ESSA School Index, ACT/ACT Aspire, the Arkansas Center for Health Improvement, formative assessments, eSchool reports, and surveys of parents, students, and the community to determine focus areas. The current focus areas for the buildings in the district are to improve student achievement in reading and math, increase attendance rates, and increase the number of educational parent, family and community events and attendance at such events. Building and district level teams meet at least monthly to engage in a continuous cycle of inquiry in each of these areas as new data is available.

District Literacy Plan	
(1) Goals for improving reading achievement throughout the district	To improve the percentage of students attaining the Ready or Exceeding proficiency in Reading on the ACT Aspire by 2-3% for each grade level.
(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.	Title I, ESA, Title V, Title VIB, and Operating. Title II and Title IV funds are transferred to Title I in order to provide adequate funding to meet needs.

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum
Westside Elementary School	Paraprofessionals to provide small group and individual tutoring on essential skills.	Title I & ESA; Salary & Benefits	2
Westside Elementary School	Interventionist to provide targeted support for students struggling with specific skills.	Title I & ESA; Salary & Benefits	2
Westside Elementary School	Materials and Supplies to support curriculum implementation of the Science of Reading	Title I, Title VIB, ESA, Operating; Library Books, Interactive TV's for instruction, IReady, Chromebooks, Teacher Computers, Periodicals, and Technology Software	2, 3
Westside Elementary School	Professional Development in the RISE initiative, new curriculum, use of supporting materials, classroom management methods to increase instructional time for all students, and methods of assessment and results interpretation	Title I & State Categorical; RISE, Classroom & Behavior Management, Suicide Awareness, Anti-Bullying, Curriculum, Safety & Security, Assessment, Standards	1, 2
Westside Elementary School	Parent & Family Engagement methods to facilitate home and school communication of student needs and to engage them in their students education.	Title 1; Communication avenues, educational resources, advertisement, snacks	1

Name of School(s)	Support Requested	District Support: Provide a brief description of resources and support to school(s) to meet evidence based practice. (Indicate the system)	Strategy Code - 1: safe/collaborative 2: effective instruction 3: viable curriculum
Westside High School	Paraprofessionals to provide small group and individual tutoring on essential skills.	Title I & ESA; Salary & Benefits	2
Westside High School	Interventionist to provide targeted support for students struggling with specific skills.	Title I & ESA; Salary & Benefits	2
Westside High School	Materials and Supplies to support curriculum implementation of the Science of Reading	Title I, Title VIB, ESA, Operating; Library Books, Interactive TV's for instruction, IReady, Chromebooks, Teacher Computers, Periodicals, and Technology Software	2, 3
Westside High School	Professional Development in the RISE initiative, new curriculum, use of supporting materials, classroom management methods to increase instructional time for all students, and methods of assessment and results interpretation	Title I & State Categorical; RISE, Classroom 7 Behavior Management, Suicide Awareness, Anti-Bullying, Curriculum, Safety & Security, Assessment, Standards	1, 2
Westside High School	Parent & Family Engagement methods to facilitate home and school communication of student needs and to engage them in their students education.	Title 1; Communication avenues, educational resources, advertisement, snacks	1

The district will monitor the fidelity of implementation of the school-level improvement plan(s) by:

Monitoring student progress as measured by multiple reading assessments shared by the building principal, literacy interventionist, and/or district test coordinator in a collaborative monthly district level team meeting. This is assisting us in monitoring if the curriculum in uses is a guaranteed curriculum for our district. These assessments include the following multiple measures:

Grade Level	Monitoring Tool	Frequency of Monitoring	Purpose
Kindergarten	Fundations Anecdotal Records	Monthly	Phonological student progress to full literacy.
Kindergarten-12th Grade	IReady	September, January, and April	Assess student progress towards on grade level standards.
1st-8th	Decoding Survey (Standard and Advanced)	October, January, and May	Phonological Awarness Screening Test, and IReady. Identify student weaknesses and target support areas.
3rd	Fundations Anecdotal Records	Monthly	Phonological student progress to full literacy.

The district has also elicited the support of the Literacy specialists from the Guy Fenter Educational Service Cooperative. They meet with teachers monthly to monitor teacher implementation of the RISE initiative and student progress. They assist with answering teachers questions about assessments, curriculum, instruction, and selection of resources to fill gaps in instruction. These meetings are also being attended by the District Literacy Specialist so that she can aid in the implementation with fidelity of the RISE initiative. The District Curriculum Coordinator, the District LEA, and the elementary principal have attended RISE training and are trained as SoR assessors.

The Superintendent and District Curriculum Coordinator are conducting classroom walk throughs in addition to the building principals. Suggestions for improvement of instruction are being given to the teachers and shared with the building principal.

The PLC process is being used in all buildings to identify essential standards and tighten up literacy instruction. Curriculum's currently being used are based on the Science of Reading fundamentals are: K-3rd Fundations, K-5th Open Court Reading, 4th-6th Words, 7th-10th Just Words, 6th Wonders, & 7th-12th Study Sync. All grade levels supplement instruction with Newsela, Reading A-Z, Readworks, Scholastic, and other resources as needed. Individualized learning and intervention is further supported by using specific adaptive programs. The district uses the IReady diagnostic and intervention program and at the high school Acellus. Student progress to on grade level standards is monitored by the Superintendent, District Literacy Specialist, as well as building staff. On both campuses, students displaying markers for dyslexia or in need of more intensive intervention are served using the Sonday curriculum.

100% of the Elementary and 12.5% of the high school teachers will participate in literacy training provided through the RISE initiative while 87.5% of the high school teachers will participate in the Science of Reading Awareness professional development offered through IDEAS. All teachers are expected to complete the available training.

Students in the 8th-9th grade will also be looking at ways to improve their academic and assessment performance in developing their Student Success Plan. The Building Test Coordinator will also present ACT Aspire Interim results interpretations for the students in 7th-10th grade before these scores are sent home.

The district will evaluate the school-level improvement plan for progress by:
1. Yearly review of ACT Aspire Summative Assessment Scores with an expectation of a 2-3% improvement in those scoring Ready or Exceeding.
2. Review of Acellus and I-Ready diagnostic data at the beginning, middle, and end of the school year with the expectation of progressive student growth.
3. Quarterly review of formative classroom data with the expectation of continued student improvement and classroom assessment that correlates to objective measures.
4. Monthly review of I-Ready and Acellus data to progress monitor as is appropriate for each campus with the expectation of progressive student growth.