

# School Improvement Plan

Building: Westside Elementary School

The primary purpose of the school improvement plan is to improve student achievement. This can be accomplished by enhancing the quality of the student experience through teaching and learning and broker resources aligned to need. (Adapted from ADE School Improvement Website Page).

Needs Assessment: Analysis of:

2015-16 thru 2019-20 ACT Aspire Reading Data:

Grade	3	4	5	6
2015-16 % Exceeding or Ready	16	19	15	18
2015-16 NPR	38	23	16	26
2016-17 % Exceeding or Ready	32	25	17	34
2016-17 NPR	45	40	28	38
2017-18 % Exceeding or Ready	22	27	33	28
2017-18 NPR	44	45	45	30
2018-19 % Exceeding or Ready	29	27	22	40
2018-19 NPR	44	39	35	50
2019-20 % Exceeding or Ready	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)
2019-20 NPR	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)

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Needs Assessment: Analysis of:

2018-19 iReady Reading Diagnostic Data- % at Grade Level Placement:

Grade	K	1	2	3	4	5	6
Window 2							
Tier 1	74	15	39	51	22	11	23
Tier 2	26	83	49	31	57	34	31
Tier 3	0	2	12	18	22	55	46
Window 3							
Tier 1	90	42	65	60	36	16	25
Tier 2	10	58	25	20	45	34	33
Tier 3	0	0	10	20	20	50	42
Final							
Tier 1	86	41	64	60	36	16	27
Tier 2	14	59	26	20	45	34	32
Tier 3	0	0	9	20	20	50	41

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### Needs Assessment: Analysis of:

### 2019-20 iReady Reading Diagnostic Data- % at Grade Level Placement:

[illegible]

# School Improvement Plan

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Goal: To improve the percentage of students attaining Ready or Exceeding proficiency in Reading on the ACT Aspire by 3% for each grade level.

What research based support do you want?

Purchase and training to use iReady online diagnostic and intervention program.

Purchase and training to use Ready Reading Common Core instruction.

Purchase and training in the Sonday I & II system for students experiencing dyslexia markers.

Purchase and training in the use of Foundations curriculum for grades K-3 and struggling readers.

Support and training from specialists at Guy Fenter Educational Service Cooperative.

Implement targeted intervention/enrichment (Rebel Ramp-up) for all students K-6.

How will you evaluate goal achievement?

Analysis of iReady diagnostic, academic achievement, progress monitoring, and ACT Aspire Summative Data. See Table.

Student progress is monitored monthly and new intervention groups are formed based on student needs. Intervention groups meet for 30 minutes daily to work on student learning gaps.

Grade Level	Monitoring Tool	Frequency of Monitoring	Purpose	Person's Responsible for Monitoring
Kindergarten	Brigance	Prior to the start of School	Identify students incoming skills	Kindergarten Teachers, Principal, Westside Schools Literacy Interventionist, and LEA
Kindergarten	Fundations Anecdotal Records	Monthly	Phonological student progress to full literacy	Kindergarten Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and GFESC Literacy Specialists
Kindergarten-2 <sup>nd</sup>	IReady	September, December, and April	Assess student progress towards on grade level standards	Kindergarten Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and Counselor
1 <sup>st</sup> -6 <sup>th</sup>	Decoding Survey , (Standard and Advanced) Phonological Awareness Screening Test, and IReady Diagnostic	October, January, and May	Identify student weaknesses and target support areas.	Classroom Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and GFESC Literacy Specialists
3 <sup>rd</sup>	Fundations Anecdotal Records	Monthly	Phonological student progress to full literacy	3 <sup>rd</sup> Grade Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and GFESC Literacy Specialists
3 <sup>rd</sup> -6 <sup>th</sup>	ACT Aspire Interim	October and February	Assess student progress towards on grade level college and career readiness	Classroom Teachers, Principal, Westside Schools Literacy Interventionist, LEA, Counselors, and GFESC Literacy Specialists

Principal's Signature: \_\_\_\_\_

*John M. Elms*

Date: \_\_\_\_\_

*7-1-20*

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Needs Assessment: Analysis of:

2015-16 thru 2019-20 ACT Aspire Mathematics Data:

Grade	3	4	5	6
2015-16 % Exceeding or Ready	52	28	30	27
2015-16 NPR	49	27	24	25
2016-17 % Exceeding or Ready	41	38	29	32
2016-17 NPR	40	35	33	30
2017-18 % Exceeding or Ready	54	28	31	25
2017-18 NPR	48	26	40	23
2018-19 % Exceeding or Ready	38	34	28	50
2018-19 NPR	31	34	25	47
2019-20 % Exceeding or Ready	NA	NA	NA	NA
2019-20 NPR	NA	NA	NA	NA

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Needs Assessment: Analysis of:

2018-19 iReady Math Diagnostic Data- % at Grade Level Placement:

Grade	K	1	2	3	4	5	6
Window 2							
Tier 1	51	13	27	22	20	23	33
Tier 2	49	85	59	53	55	40	38
Tier 3	0	2	14	24	25	37	29
Window 3							
Tier 1	81	35	48	36	48	28	50
Tier 2	19	65	40	44	36	33	29
Tier 3	0	0	12	20	16	39	21
Final							
Tier 1	78	35	47	36	48	28	50
Tier 2	22	63	40	44	36	33	29
Tier 3	0	2	13	20	16	39	21

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Needs Assessment: Analysis of:

2019-20 iReady Math Diagnostic Data- % at Grade Level Placement:

Grade	K	1	2	3	4	5	6
Window 2							
Tier 1		5	0	8	15	10	19
Tier 2		84	50	52	56	39	26
Tier 3		11	50	40	29	51	55
Window 3							
Tier 1	31	8	13	17	24	16	30
Tier 2	69	73	67	58	52	39	38
Tier 3	0	18	21	25	24	45	32
Final							
Tier 1	NA	NA	NA	NA	NA	NA	NA
Tier 2	NA	NA	NA	NA	NA	NA	NA
Tier 3	NA	NA	NA	NA	NA	NA	NA

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Goal: To improve the percentage of students attaining Ready or Exceeding proficiency in Mathematics on the ACT Aspire by 3% for each grade level.

What research based support do you want?

Purchase and training to use iReady online diagnostic and intervention program.

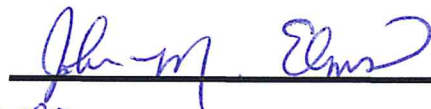
Purchase and training in the use of Ready Classroom Mathematics instruction.

Support and training from specialists at Guy Fenter Educational Service Cooperative.

How will you evaluate goal achievement?

Analysis of iReady diagnostic, academic achievement, progress monitoring, and ACT Aspire Summative Data.

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-1-2020

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## Needs Assessment:

Analysis of 2015-16 thru 2019-20 Attendance Data percentage of students chronically absent (18 or more days) :

Grade	K	1	2	3	4	5	6
2015-16	20%	25%	14%	22%	19%	15%	10%
2016-17	16%	35%	22%	27%	26%	23%	23%
2017-18	24%	30%	24%	21%	25%	38%	39%
2018-19	13%	11%	11%	19%	17%	22%	20%
2019-20 (Data only thru March	9%	5%	2%	9%	8%	9%	16%

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Goal: While data was incomplete from the 2019-20 school year, a significant improvement was achieved. Goal will remain to reduce the number of chronically absent students by 3% across all grade levels with hopes that we will have complete data for the 2020-21 school year. .

What research based support do you want?

Implement an individualized attendance incentive. Students who have no more than one absence, one tardy, and one early dismissal per month are rewarded with an extra recess and healthy snack.

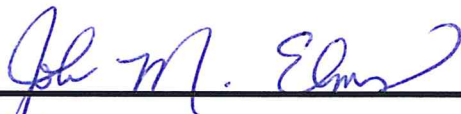
Students will track their attendance individually using a chart or graph.

Teachers will track classroom attendance by rewarding the class with a letter for each day everyone in the class is present until the phrase "Perfect Attendance" is spelled. Once the class has completed the phrase a class reward will be given.

How will you evaluate goal achievement?

Student attendance records.

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-1-2020

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## Needs Assessment:

Analysis of 2019-20 school events calendars and sign in sheets for Parent, Family, and Community Engagement Events.

Year	Event	# or Parent, Family, or Community Attending
2019-20	Open House	314
	1st Semester Parent/Teacher Conferences	94
	Fall Party	44
	Thanksgiving Dinner	243
	Valentine's Party	61
	Grandparents and Gravy	116
	2nd Semester Parent/Teacher Conferences	0 (COVID-19)

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Goal: To increase the number of educational parent, family, and community events and attendance at such events.

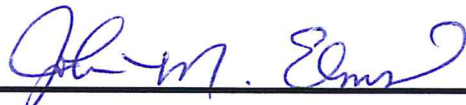
What research based support do you want?

Teacher presentations of educational practices that can be implemented by parents at home.

How will you evaluate goal achievement?

Number of events held as stated on the monthly building calendar sent home to parents and the number of parent, family and community members that attend the events.

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-1-2020

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## Needs Assessment:

Analysis of 2016-17 thru 2019-20 ACT Aspire Reading Data Comparison All Students to Students with Disabilities:

Year	Value– Added Growth Score		Weighted Achievement Score		School English Language Arts Value-Added Growth	
	All Students	Students with Disabilities	All Students	Students with Disabilities	All Students	Students with Disabilities
2016-17	78.46	74.48	54.27	20	78.95	
2017-18	76.28	71.65	47.92	11.72	76.5	73.35
2018-19						
2019-20	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)

# School Improvement Plan

Building: Westside Elementary School

Goal: To improve Reading proficiency among students with disabilities.

What research based support do you want?

Use of grade level curriculum.

Supplemental teacher created materials appropriate to student functioning level.

Purchase and training to use iReady online diagnostic and instruction.

Purchase and training in Foundations.

Rebel Ramp-up.

Utilize peer tutoring.

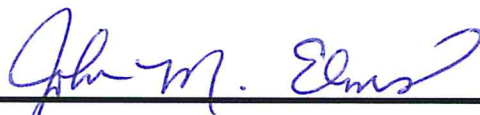
Progress monitoring using Dibels.

Utilize small group and individualized guided re-teaching.

How will you evaluate goal achievement?

Analysis of iReady Diagnostic, academic achievement, progress monitoring, and ACT Aspire Summative Data.

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-1-2020

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## Needs Assessment:

Analysis of 2016-17 thru 2019-20 ACT Aspire Mathematics Data Comparison All Students to Students with Disabilities:

Year	Value– Added Growth Score		Weighted Achievement Score		School Math Value-Added Growth	
	All Students	Students with Disabilities	All Students	Students with Disabilities	All Students	Students with Disabilities
2016-17	78.46	74.48	54.27	20	77.9	
2017-18	76.28	71.65	47.92	11.72	76.15	69.85
2018-19						
2019-20	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)	NA (COVID-19)

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What research based support do you want?

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Purchase and training in Foundations.

Rebel Ramp-up.

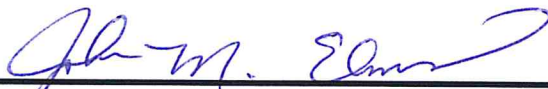
Utilize peer tutoring.

Utilize small group and individualized guided re-teaching.

How will you evaluate goal achievement?

Analysis of iReady Diagnostic, academic achievement, progress monitoring, and ACT Aspire Summative Data.

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-1-2020