

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 2018-19 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

School Improvement Plan

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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

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 nd	Renaissance	September, December, and April	Assess student progress towards on grade level standards	Kindergarten Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and Counselor
1 st -6 th	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 rd	Fundations Anecdotal Records	Monthly	Phonological student progress to full literacy	3 rd Grade Teachers, Principal, Westside Schools Literacy Interventionist, LEA, and GFESC Literacy Specialists
3 rd -6 th	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: 

Date: 12-9-19

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Needs Assessment: Analysis of:

2015-16 thru 2018-19 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

School Improvement Plan

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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

School Improvement Plan

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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: _____

John M. Elm
12-9-19

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Needs Assessment:

Analysis of 2015-16 thru 2018-19 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%

School Improvement Plan

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Goal: To reduce the number of chronically absent students by 3% across all grade levels.

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.

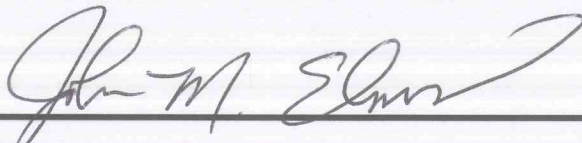
Students will track their attendance individually using a chart or graph.

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: _____

12-9-18

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Needs Assessment:

Analysis of 2015-16 thru 2018-19 Assessment of Childhood and Adolescent Obesity Body Mass Index (BMI):

Year	Males % Overweight or Obese	Females % Overweight or Obese
2015-16	42.6%	43.4%
2016-17	31.4%	34.6%
2017-18	32.5%	37.9%
2018-19	37.3%	34.8%

School Improvement Plan

Building: Westside Elementary School

Goal: To reduce the percentage of students who are considered overweight or obese by 2%.

What research based support do you want?

A curriculum that promotes a lifelong healthy lifestyle.

How will you evaluate goal achievement?

Student BMI records as evidence of application of healthy lifestyle strategies.

Principal's Signature: _____



Date: _____

12-9-19

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Needs Assessment:

Analysis of 2016-17 thru 2017-18 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

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.

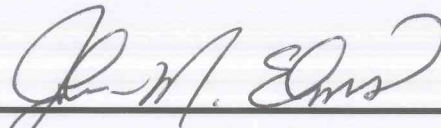
Progress monitoring using Dibels.

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: _____

12-9-17

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Needs Assessment:

Analysis of 2016-17 thru 2017-18 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

School Improvement Plan

Building: Westside Elementary School

Goal: To improve Mathematics 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.

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:

12-9-19