School Plan 2020-2021 - Westridge School

School Plan Approved

School Plan Approval Details

Submitted By: Kim Hawkins

Submit Date: 2020-03-25

Admin Reviewer: Karen Rupp

Admin Review Date: 2020-06-08

LEA Reviewer: Bonnie Tautkus

LEA Approval Date: 2020-06-10

Board Approval Date: 2020-06-09

Goal #1 close

State Goal close

Based on our 2018-2019 Acadience and SAGE/RISE data, reading should remain a focus at Westridge Elementary (see attached data). We have made progress but would like to increase overall achievement. Our goal for the 2020-2021 school year is 80% of Kindergarten through 6th-Grade students will make typical or above progress on the Acadience Pathways of Progress (POP) end of the year (EOY) assessment. The Acadience assessment helps teachers determine how students are performing on important reading skills. These critical reading skills include phonemic awareness, phonics, fluency, and comprehension.

Academic Area

close

- English/Language Arts

Measurements

close

We will measure overall achievement in Kindergarten through 6th-Grade by comparing beginning of year (BOY) and end of year (EOY) Acadience Pathways of Progress (POP) data. Kindergarten through 6th-Grade students will be formally assessed three times a year using Acadience beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) assessment. Those scores will be entered into our school-wide data tracking spreadsheet, as well as in mClass. The Acadience data will be used to identify and progress monitor student reading achievement for Kindergarten through 6th-Grade students. We will also use Acadience progress monitoring to evaluate the needs of each student. Students scoring in the Well-Below Benchmark category will be progress monitored every one to two weeks. Students scoring in the Below Benchmark category will be progress monitored every three to four weeks. Students scoring on or above benchmark will be progress monitored every four to six weeks. This timeline will ensure initial Tier1 instruction, differentiated instruction, and interventions are meeting the needs of all students. Teachers will use this data to drive reading instruction.

Action Steps

close

The master schedule includes a 150-160 minute Literacy block for all students in 1st through 6th Grade. Teachers will teach the identified District Essentials at each grade

level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards.

During the 60-minute differentiated literacy skills block, the students in each grade will be divided into groups, according to student need, based on Acadience data. Students will receive reading interventions or extensions with a para-educator, under the direction of the classroom teacher. Using para-educators for interventions and/or extensions while the teacher is providing differentiated instruction will allow the teacher to focus on the individual reading needs of students based on the Acadience data.

The teachers will enter their Acadience data into a school-wide data tracking spreadsheet. The spreadsheet will be shared with the grade-level teachers, the Special Education team, and the administration. The spreadsheet will be used during Friday PLC meetings to identify students needing remediation as well as extensions. Through school-wide training, data meetings, progress monitoring, and weekly PLC meetings, we will be able to monitor all students and ensure that they are reading at high levels.

We will hire para-educators to assist with Differentiated Learning time. These para-educators will work with Kindergarten through 6th-Grade students at the teachers' direction to provide interventions and extensions using research-based programs (ie. 95% Group, Sound Sensible, SPIRE, Wonder Works, Wonders EL, ERI, and Quick Reads). The para-educators will also work closely with teachers to assist in early language skill acquisition. We will allocate $82,250 to hire para-educators.

Another step to achieve our goal is to reduce poor behavior that results in lost classroom instruction time. If a student isn't in class, they can't learn. We have noticed that many lost hours are due to problems coming from the playground. To counter this we will enter into a contract with Playworks. The administration will collaborate with an onsite Playworks recess expert to train and instruct the playground supervisors and classroom teachers. An onsite coordinator will teach, model, and empower a sustainable recess program for one week each month during the school year. Student leadership will be cultivated through the Junior Coach program. Data will be gathered from our behavior specialist to determine what effect the program is having on our students. We will allocate $7000 from Landtrust money, the total Playworks contract is $17,000.

Planned Expenditures

close

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Para-professionals to provide interventions and extensions for Kindergarten through 6th-Grade students	$82,250
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Playworks Contract	$7,000
	Total:	$89,250

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Students will learn to interact appropriately on the playground, reducing the conflicts brought to the classroom teacher after recess. By reducing the amount of lost classroom time, we will help students receive more academic instruction. Students will develop leadership through the Junior Coach program and problem-solving skills through the monthly training provided by the expert coach and reinforced in daily interactions.

Goal #2

close

State Goal

close

Based on our 2018-2019 SAGE/RISE data, math and science should remain a focus at Westridge Elementary (see attached data). We have made progress but would like to increase overall achievement. Our goal for the 2020-2021 school year is that students in 3rd through 6th-Grade will increase their math scores by 3% and students in 4th through 6th-Grade will increase their science scores by 5% as measured by the end of year SAGE/RiSE test data.

Academic Area close

- Mathematics
- Science

Measurements close

Using the data from grade-level common assessments, district interim assessments, teacher assessments, and the end of year SAGE/RISE assessment, we will continue to ensure students are meeting grade-level expectations in mathematics and science. If a student is not meeting grade-level expectations, teachers will refer students to interventions (grade-level and school-wide) to address the needed skills. By tracking the data, and providing remediation, the students will be prepared for the district interims and grade level common assessments. The data will be entered into our school-wide data tracking spreadsheet. Teachers will use this data to drive instruction. We will measure overall math achievement in 3rd through 6th-Grade by comparing the yearly end of year SAGE/RISE Math scores. We will measure overall science achievement in 4th through 6th-Grade by comparing the yearly end of year SAGE/RISE Science scores. We will also monitor progress in all grades by analyzing the data from district-required and school developed grade-level common assessments throughout the year.

Action Steps

close

The master schedule includes a 90 to 120-minute math block for students in 1st through 6th-Grade. Teachers will teach the identified District Essentials at each grade level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards.

The teachers will enter their grade level, district interim, and SAGE assessment data into a school-wide spreadsheet. The spreadsheet will be shared with the grade-level teachers, Special Education team, and the administration. The spreadsheet will be used during Friday PLCs to identify students needing remediation or extension. The teachers will also enter their grade level re-teaching data into the school-wide spreadsheet. Through school-wide training, district training, data meetings, and weekly PLC meetings, we will be able to monitor all students and ensure that they are meeting grade-level expectations in mathematics.

We will provide a computerized intervention/extension program that will allow students to work on their individual academic levels while teachers pull small groups of students for remediation and extension. The approximate cost of a site-wide license for iXL is $5000.

Planned Expenditures

close

Category	Description	Estimated Cost
Software < $5,000	iXL License	$5,000
	Total:	$5,000

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < $5,000	$5,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$7,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$82,250
Total:	$94,250

Funding Estimates

Estimates	Totals
Carry-over from 2019-2020	$28,267.04
Distribution for 2020-2021	$94,250
Total Available Funds for 2020-2021	$122,517.04
Estimated Funds to be Spent in 2020-2021	$122,517.04
Estimated Carry-over from 2020-2021	$0
Estimated Distribution for 2021-2022	$84,301
Total Available Funds for 2021-2022	$84,301
Summary of Estimated Expenditures for 2021-2022	$94,250
Estimated Carry-over to 2022-2023	-$9,949

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Additional funds will be used to support Goals 1 and 2 in the following ways (depending on need): Goal #1- Increase the number of para-educators for remediation and extension. Goal #2 - *Cover any increased cost of the iXL math software program. *Purchase headphones for the computerized iXL math software program.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2020-03-03

Plan Attachments

Upload Date	Title	Description
2020-03-24	RISE/SAGE Language Arts Scores	2017, 2018, 2019 RISE/SAGE Language Arts Scores comparison
2020-03-24	RISE/SAGE Math & Science Scores	2017, 2018, 2019 RISE/SAGE Math and Science Scores comparison
2020-03-24	DIBELS Composite Data 2018-2019	DIBELS Composite Data 2018-2019 from Beginning of the Year (BOY) to End of Year (EOY)
2020-03-24	DIBELS Composite Data 2019-2020	DIBELS Composite Data 2019-2020 from Beginning of the Year (BOY) to Middle of Year (MOY)

2020-03-24	DIBELS Pathways of Progress (POP) Data 2018-2019	DIBELS Pathways of Progress (POP) Data 2018-2019

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