

Upcoming School Plan 2021-2022 - Westridge School

School Plan Approved

School Plan Approval Details

Submitted By:	Kim Hawkins
Submit Date:	2021-04-27
Admin Reviewer:	Karen Rupp
Admin Review Date:	2021-05-25
LEA Reviewer:	Kelsey Hogue
LEA Approval Date:	2021-05-25
Board Approval Date:	

Goal #1

close

State Goal

close

Based on our 2020-2021 Acadience 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 2021-2022 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 the Beginning of Year (BOY) and End of Year (EOY) Acadience data and analyzing the student's Pathways of Progress (POP). Kindergarten through 6th-Grade students will be formally assessed three times a year using the 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 the benchmark will be progress monitored every four to six weeks. This timeline will ensure initial Tier 1 instruction, differentiated instruction, and interventions are meeting the needs of all students. Teachers will use this data to drive reading instruction.

Action Plan Steps and Expenditures

[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 provides 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 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 (i.e., 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 \$42,150.50, as well as any additional Land Trust funds, to hire para-educators.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Para-educators will provide remediation and extensions for our Kindergarten through 6th grade students	\$42,150.5
	Total:	\$42,150.5

Digital Citizenship/Safety Principles Component

close

No

Goal #2

[close](#)

State Goal

[close](#)

Based on our 2018-2019 SAGE/RISE data (SAGE/RISE was not administered during the 2019-2020 school year due to the CoVid-19 school closures), 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 2021-2022 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 the 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 Plan Steps and Expenditures

[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, the 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 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 in mathematics. We will allocate \$42,150.50, as well as any additional Land Trust funds, to hire para-educators.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Para-educators will provide remediation and extensions for our Kindergarten through 6th-grade students	\$42,150.5
	Total:	\$42,150.5

Digital Citizenship/Safety Principles Component


[close](#)

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$84,301
Total:	\$84,301

Funding Estimates – Please Update

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	\$ 122517.04 	
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	\$84,301
Estimated Carry-over to 2022-2023	\$0

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 funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. 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): *Increase the number of para-educators for remediation and extension. *Cover cost of reading, math, and science computer software programs. *Purchase curriculum, support materials/supplies, manipulatives for Reading, Math, or Science. *Purchase headphones for computer software programs.

Publicity

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2021-03-08

Plan Attachments

Upload Date	Title	Description	Action
2021-04-10	RISE/SAGE Language Arts Data 2020-2021	2017, 2018, 2019 RISE/SAGE Language Arts Data Comparison - 2020 data not included due to CoVid-19 school dismissal	<button>Delete</button>
2021-04-10	RISE/SAGE Math & Science Data 2020-	2017, 2018, 2019 RISE/SAGE Math Data Comparison - 2020 data not included due to CoVid-19 school dismissal	<button>Delete</button>

	<u>2021</u>		
2021-04-10	<u>RISE/SAGE Science Data 2020-2021</u>	2017, 2018, 2019 RISE/SAGE Science Data Comparison - 2020 data not included due to CoVid-19 school dismissal	Delete
2021-04-10	<u>Acadience Composite Data 2020-2021</u>	2020-2021 Beginning of the Year (BOY) to Middle of Year (MOY) Data	Delete
2021-04-27	<u>Acadience Pathways of Progress (POP) Data</u>	2020-2021 Middle of the Year (MOY) Pathways of Progress (POP) Data	Delete
2021-04-27	<u>Acadience Composite Data 2019-2020</u>	2019-2020 Beginning of the Year (BOY) to Middle of Year (MOY) Data - End of Year (EOY) data not included due to CoVid-19 school dismissal	Delete

BACK