

Current School Plan 2024-2025 - Westridge School, 19242

2024 - 2025

School Plan Approved

School Plan Approval Details

Submitted By: Kim Hawkins

Submit Date: 2024-03-30

Admin Reviewer: Holly Korous

Admin Review Date: 2024-05-22

LEA Reviewer: Jarod Sites

LEA Approval Date: 2024-05-22

Board Approval Date: 2024-04-30

Goal #1

close

State Goal

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Based on our 2023-2024 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 2024-2025 school year is that 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

essential 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 students' 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) assessments. 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 monitor progress in 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 meet all students' needs. Teachers will use this data to drive reading instruction.

Action Plan Steps and Expenditures

[close](#)

1. The master schedule, created based on USBE guidelines, includes a 150-160-minute Literacy Block for all 1st through 6th grade students. 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.
2. During the 30 to 60-minute Differentiated Literacy Skills block, the students in each grade will be divided into groups, according to student needs, based on Acadience data. Students will receive reading interventions or extensions with their teacher or a para-educator, under the teacher's direction, to provide needed instruction. Using para-educators for interventions and 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 students not working with a teacher or a para-educator during the differentiated literacy skills block will work on a reading intervention computer program (i.e., Reading Plus, Lexia, Lexia English, iXL, etc.) to improve their reading skills.
3. 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. During Friday PLC meetings, it will also be used to identify students needing remediation and extensions. Through school-wide training, data meetings, progress monitoring, and weekly PLC meetings, we will monitor all students and ensure they read at high levels.
4. We will hire para-educators to assist with Differentiated Learning Time. These para-educators will work with Kindergarten through 6th-grade students under the classroom teacher's direction to provide interventions and extensions using research-based programs (i.e., 95% Group, Sound Sensible, SPIRE, Wonders EL, and Quick Reads). The para-educators will also work closely with teachers to assist in early language skill acquisition. (\$48,536.70)
5. We will allocate \$48,536.70 to hire para-educators. (\$48,536.70)
6. Any additional Land Trust funds will be used to purchase reading computer software programs, headphones for those software programs, or other reading intervention supplies.

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.	\$48,536.78
	Total:	\$48,536.78

Goal #2

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State Goal

[close](#)

Based on our 2023-2024 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 2024-2025 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 3% as measured by the end-of-year 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 RISE assessment, we will ensure students meet 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. Tracking the data and providing remediation will prepare the students for the district interims, grade level common assessments, and RISE 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 RISE Math scores. We will measure overall science achievement in 4th through 6th grade by comparing the yearly end-of-year 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

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1. The master schedule, created based on USBE guidelines, includes a 90 to 120-minute math block for all 1st through 6th grade students. 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.
2. The teachers will enter their grade level, district interim, and RISE assessment data into a school-wide spreadsheet. The spreadsheet will be shared with the grade-level teachers, the Special Education team, and the administration. During Friday PLC meetings, the spreadsheet will be used 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 meet grade-level expectations in mathematics.
3. We will hire para-educators to assist with Differentiated Learning Time. These

para-educators will work with Kindergarten through 6th-grade students, under the classroom teacher's direction to provide interventions and extensions in mathematics. The students who are not working with a teacher or a para-educator during the differentiated learning time block will work on a math intervention computer program (i.e., iXL, Prodigy, Rocket Math, etc.) to improve their math fluency skills. (\$48,536.78)

4. We will allocate \$48,536.78 and any additional Land Trust funds to hire para-educators. (\$48,536.78)

5. Any additional Land Trust funds will be used to purchase math computer software programs, headphones for those software programs, or other math or science supplies and manipulatives.

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.	\$48,536.78
	Total:	\$48,536.78

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$97,073.56
Total:	\$97,073.56

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$0.00
Distribution for 2023-2024	\$94,204.69
Total Available Funds for 2023-2024	\$94,204.69

Estimated Funds to be Spent in 2023-2024	\$ 94204.69
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$97,393.31
Total Available Funds for 2024-2025	\$97,393.31
Summary of Estimated Expenditures for 2024-2025	\$97,073.56
Estimated Carry-over to 2025-2026	\$319.75

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

Publicity

- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	2	2024-03-05

Plan Attachments

Upload Date	Title	Description	Action
2024-03-30	<u>Acadience Composite Data 2022-2023</u>	Acadience Composite Data - BOY to EOY 2022-2023	<input type="button" value="Delete"/>
2024-03-30	<u>Acadience Composite Data BOY to MOY 2023-2024</u>	Acadience Composite Data - BOY to MOY 2023-2024	<input type="button" value="Delete"/>
2024-03-30	<u>Acadience Pathways of Progress Data 2022-2023</u>	Acadience Pathways of Progress Data - 2022- 2023	<input type="button" value="Delete"/>
2024-03-30	<u>RISE Language Arts Data</u>	2017-2023 RISE Language Arts Data Comparison	<input type="button" value="Delete"/>
2024-03-30	<u>RISE Math Data</u>	2017-2023 RISE Math Data Comparison	<input type="button" value="Delete"/>
2024-03-30	<u>RISE Science Data</u>	2017-2023 RISE Science Data Comparison	<input type="button" value="Delete"/>

Comments

Date	Name	Comment
2024-03-17	Kim Hawkins	Two council members did not attend the March 2024 Community Council meeting, where the vote was held to approve the 2024-2025 plan. However, both members voted to approve the plan by phone conversation.

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