



WESTRIDGE ELEMENTARY FY24

School Improvement Plan FY24

AIM: Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

TSSA Plan & Goal(s)	Essential Implementation Components	Budget Details
<p>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.</p> <p>Students in 3rd through 6th-Grade will increase their math scores by 3%, as measured by the end-of-year RISE test data.</p> <p>Students in 4th through 6th-Grade will increase their science scores by 5%, as measured by the end-of-year RISE test data.</p> <p>70% of the students will move from red (0 of 5 strengths) to yellow (at least 1 or 2 strengths out of 5) as measured on the Panorama SEL survey.</p>	<p>Hire two additional Kindergarten teachers (for one year only) to reduce class size and to help Kindergarten students achieve individual benchmarks</p> <p>Provide tiered instruction to students daily and use student data to drive both Tier 1 and Tier 2 instruction</p> <p>Provide enrichment for students who are exceeding state standards</p> <p>Facilitator and Behavior Support Instructional Assistant</p> <ul style="list-style-type: none"> ● Manage PAWS room, “Boring Room”/LRR, and Wellness Room ● Use CICO with identified students, as well as reward time throughout the day ● Provide behavior support and Professional Development for teachers/staff ● Manages monthly Behavior Drive that is shared with teachers ● Facilitates weekly Student Success Team (SST) Meetings <ul style="list-style-type: none"> ○ creates agenda, schedules teachers to attend ● Tracks and monitors Educator’s Handbook and Panorama SEL Data. Shares data with SST weekly and with teachers monthly during Faculty Meeting 	<p>\$68,000 #5678 - TSSA & #7215 - Cares Act <i>0.5 FTE from each account</i> Kindergarten Grade Teacher (one year only)</p> <p>\$74,029 #5678 -TSSA Instructional Assistants for intervention/extension support</p> <p>\$19,820 #5678 - TSSA - Paraeducator for Behavior Support, PAWS Room, “Boring Room”/LRR, and Wellness Room</p>

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
<p>English Language Arts</p>	<p>80% of Kindergarten through 6th-Grade students will make at least typical progress on the Acadience Pathways of Progress (POP) End of the Year (EOY) assessment.</p> <p>70% of ML students will make typical or better progress on their EOY Acadience POP goal.</p> <p>80% of the kindergarten students will be proficient on the End of Year KEEP assessment</p>	<p>For all content areas Provide tiered instruction to all students daily, including SWD, and MLs, and use student data to drive for both Tier 1 and Tier 2 instruction</p> <p>Essentials taught during Tier One instruction and focus of grade level PLCs</p> <p>Teachers will use learning targets, success criteria and formative assessments to guide instruction</p> <p>Teachers will use the district adopted curriculum</p> <p>A master schedule will be created and followed based on USBE guidelines</p>	<p>\$68,000 #0060 - Principal Account & #7215 - Cares Act 0.5 FTE from each account Kindergarten Teacher (one year only)</p> <p>\$46,919 #5422 - Trustalnds - Instructional Assistants intervention/extension</p> <p>\$62,264 #5231 - Classroom Reduction - Instructional Assistants intervention/extension</p>
<p>Mathematics</p>	<p>Students in 3rd through 6th-Grade will increase their math scores by 3%, as measured by the end of year RISE assessment.</p> <p>80% of students in Kindergarten through 6th grade will score on grade level or above on the IntoMath Growth Measure assessment.</p> <p>80% of the kindergarteners will be proficient on the End of Year KEEP assessment.</p>	<p>Hire two additional Kindergarten teachers to reduce class size</p> <p>Teachers meet weekly in PLCs and focus on Tier I instruction, formative assessments, and discussing strategies to support all learners</p> <ul style="list-style-type: none"> ● ML progress/growth for Tier 1 instruction will be discussed weekly during grade level PLCs ● SWD progress/growth during Tier 1 instruction will be discussed weekly during grade level PLCs ● SpEd Team will provide specialized instruction strategies, tips, and ideas for teachers <p>Data Meetings will be held every quarter to review data and to make adjustments to the intervention schedule and classroom instruction based on data and analysis of student subgroups including SWD and ML.</p>	<p>\$74,029 #5678 -TSSA Instructional Assistants intervention/extension</p> <p>\$54,843 #7215 - Classroom Reduction - Instructional Assistants for intervention/extension support</p> <p>\$39,857 #1280 - SpEd - Instructional Assistants</p>
<p>Science and STEM</p>	<p>Students in 4th through 6th-Grade will increase their science proficiency by 5% as measured by the end-of-year RISE assessment.</p>	<p>K-6th will have at least half an hour of Differentiated Learning Time (DLT) to meet the needs of their individual students,</p>	<p>\$390 #0060 - Principals - 95% Instructional Materials Multisyllabic licenses</p>

		<p>based on student data</p> <ul style="list-style-type: none"> ● Provide enrichment for students who are exceeding state standards ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards <ul style="list-style-type: none"> ○ PD for teachers and instructional assistants on intervention programs ● Schedule instructional assistants to monitor classes, while teacher provides small group instruction <ul style="list-style-type: none"> ○ New to the Country ML students will participate in an intervention class designed for their needs <p>Teachers will participate in ongoing Professional Development on strategies that increase student achievement and growth</p> <ul style="list-style-type: none"> ● School PD coordinator will work with district PD Director to prepare, present, and monitor current PD ● PD days set by the district during the year <ul style="list-style-type: none"> ○ Impact team focus for school PD <p>Ongoing new teacher training and intern training</p> <p>Teachers will use the technology in their classrooms and incorporate Blended Learning best practices</p> <p>Formal observations with feedback from administration following the Formative/Summative evaluation cycle; and bi-monthly Drop In observations with feedback from administration</p> <p>For ELA Goals Set expectations for Acadience district guidelines and follow a Progress Monitoring Schedule:</p> <ul style="list-style-type: none"> ● Paraeducators will cover classes while teachers complete the Progress Monitoring ● Teachers will share Acadience data with parents after each benchmark 	<p>\$400 #7612 - Title 3 - Into Math Spanish License</p> <p>\$1000 #5226 - Teacher Quality - PD books & materials for teacher training</p> <p>\$5000 #5226 - Teacher Quality - Literacy Promise Conference; Impact Team Training</p> <p>\$2,800 #0060 - Principal Account - STEM/STEAM Fair or Family Activity</p> <p>\$1,000 #5226 - Teacher Quality - PD books & materials for teacher training</p>
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<p>PBIS</p>	<p>70% of the students will move from red (0 of 5 strengths) to yellow (at least 1 or 2 strengths out of 5) as measured on the Panorama SEL survey.</p>	<p>Students in grades 5-6 will participate in the Panorama SEL survey during the fall and spring. The Panorama SEL Survey may be given in the winter (if available) to our focus students who are of concern to our Student Success Team.</p> <p>Facilitator and Behavior Support Instructional Assistant</p> <ul style="list-style-type: none"> Manage PAWS room, “Boring Room”/LRR, and Wellness Room Use CICO with identified students, as well as reward time throughout the day Provide behavior support and PD for teachers/staff Manage monthly Behavior Drive that is shared with teachers Facilitate weekly Student Success Team (SST) Meetings 	<p>\$19,820 #5678 - TSSA - IA for Behavior Support, PAWS Room, “Boring Room”/LRR, and Wellness Room</p> <p>\$400 #0060 - Principal Account Behavior Intervention Handbook</p> <p>\$600 \$0060 - Principal Account Brag Tag Necklaces & Pencils</p> <p>\$300 #0060 - Principal Account</p>

		<ul style="list-style-type: none"> • Tracks and monitors Educator’s Handbook and Panorama SEL Data. Shares data with SST weekly and with teachers monthly during Faculty Meeting <p>Teachers will track student behavior using Educator’s Handbook</p> <p>Wildcat Expectations/Values</p> <ul style="list-style-type: none"> • School-wide assembly to introduce expectations/values • Posters on display and in the teacher planbook • Teachers teach expectations/values for each area • Teachers and staff consistently monitor and enforce expectations/values • Wildcat Cards <ul style="list-style-type: none"> ○ Given to students by teachers and staff, announced twice weekly over the intercom ○ One copy hung on wall outside the classroom, one copy sent home to parents, one copy given to administration ○ Students that receive a Wildcat Card will be invited to select a book from the Book Vending Machine ○ A phone call/email to parents from principal will be made to recognize the accomplishment of the student ○ Students will be given two books: one from their classroom teacher and one from a specialty teacher <p>Second Step curriculum taught in all classrooms following the outlined schedule which begins after Labor Day</p> <p>Teachers will send home a Wildcat Values postcard to every student to celebrate an individualized student success</p>	<p>Wildcat Cards printed</p> <p>\$8000 #0060 - Principal Account Books for Vending Machine</p> <p>\$800 #0060 - Principals Account Postcards and stamps</p>
<p>Multi language Learners (ML)</p>	<p>Increase the proficiency on RISE and the KEEP</p>	<p>Professional Development including strategies to increase academic achievement for our ML students.</p>	<p>\$18,833 #7612 - Title 3 - Instructional Assistant for EL</p>

	<p>45% of MLs will meet their target score on WIDA ACCESS 80% of MLs will show growth on the WIDA ACCESS.</p> <p>100% of teachers will implement ML strategies learned in monthly PD and collaborate during their PLCs on the best ways to help their ML students during instruction</p>	<p>Teachers will provide tiered instruction to meet the needs of all of our ML population who are WIDA level 1-5. A combination of in-class and pull-out services will support students based on need</p> <ul style="list-style-type: none"> Implement knowledge and strategies from K-3 LETRS PD to support MLs in reading instructional needs Review 95% Core Training for K-3 teachers to support MLs in reading instructional needs <p>Professional Development</p> <ul style="list-style-type: none"> Monthly Professional Development for faculty and instructional assistants (30-60 minutes) to use ML strategies into all instruction Updated data on currently enrolled ML students provided to teachers regularly 	<p>support</p> <p>\$1,000 # 7612 - Title 3 - PD books & materials for teacher & instructional assistants training</p>
<p>Parent Engagement</p>	<p>90% of all families will participate in SEP conferences</p> <p>Parental attendance will increase throughout the year, 70% of school families will participate in at least one Family Activity</p>	<p>Online SEP conference scheduler for easy access for parents</p> <p>Family Engagement Activities:</p> <ul style="list-style-type: none"> Back to School Night, Book Fair. SEPs - October and February. STEM Fair, Literacy Night, Math Night, Fine Arts Night, Band, Orchestra and Choir Concerts, Grade Level Activities, Safety Week, PTO Meetings, Family Skate Night, Family Field Day <p>Advertising to all parents in various ways: marquee, ParentLink, social media, website, flyers</p> <p>Wildcats Read! Take Home Book Program</p> <ul style="list-style-type: none"> Selected students will be given a predetermined book, they will read the book with their family, complete a book review card, and return the card to school with a family photo Book available in the library for all to read Book reviews posted on bulletin boards around the school Book advertised on Social Media <p>Wildcats Read! EXTENDED</p>	<p>\$100 #0060 - Principal Account - PTC Software Scheduler</p> <p>\$3000 #0060 - Principal Account - Family Activities</p> <p>\$2000 #0060 - Principal Account - Fine Arts Night</p> <p>\$500 #0060 - Principal Account - Grade Level Activities</p> <p>\$6000 approx. #0060 - Principal Account Wildcats Read books</p> <p>\$500 #0060 - Principal Account - Pizza Gift Cards</p>

		<ul style="list-style-type: none"> ● Families will receive a chapter book to read over Winter Break ● Each family that completes the challenge will receive a \$10 gift card for pizza <p>Parent Support</p> <ul style="list-style-type: none"> ● Spanish translation during parent engagement activities, SEPs, weekly ParentLink messages ● Provide parents information about WIDA ACCESS assessments and levels ● Hire a Spanish speaker to help in the office ● Principal's Pantry ● Thanksgiving Food Baskets ● Personal Hygiene Items, Snack & Gift Card Drive ● NetPositive Monthly Newsletters ● Safety Week Information 	<p>\$500 #0060 - Principal Account NetPositive Program</p>
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*Purple font indicates English Learner goals and strategies *Orange font indicates SWD

Summary of meetings/process in team planning:

The process/planning for our SIP began at the end of the 2023 school year. End-of-year data and information was shared with our PTO and School Community Council. This led to the discussion of items that we may want to change as we plan our 2024 SIP. Those ideas were shared with teachers on our leadership team to allow them to provide feedback. Using the PTO, SCC, and teacher feedback, the school leadership team worked to create the SIP for the FY24 school year. This final document was then shared with our current PTO, SCC, and the faculty of the school.

Team Members Involved in Planning

Name/Role: Kim Hawkins, Principal	Name/Role: Megan Clark, Fac.	Name/Role: Jenny Hardman, K	Name/Role: Jennie Frame, 1st	Name/Role: Jessica Hawkins, 2nd	Name/Role: Shanna Bonnett, 3rd
Name/Role: Kimberly Sessions, 4th	Name/Role: Devyn Hansen, 5th Grade	Name/Role: Mashell Stott, 6th	Name/Role: Sam Clement, SpEd	Name/Role: Callie Gallacher, SWrk.	