



## Westridge Elementary School Improvement Plan 2024-25

<b>District Mission</b>	<b>School Mission</b>
Welcome • Educate • Inspire	
<b>District Vision</b>	<b>School Vision</b>
The Provo City School District is a vibrant learning environment where all students become lifelong learners and engaged community members.	

<b>Strategic Plan Priority 1: Academic Achievement</b>	<b>School Improvement Status</b>
<p><b>Goal #1:</b> 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><b>Goal #2:</b> 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><b>Goal #3:</b> Students in 4th through 6th grade will increase their science scores by 3% as measured by the end-of-year RISE test data.</p>	<p>Targeted Support &amp; Improvement (TSI) - No</p> <p>Additional Targeted Support &amp; Improvement (ATSI) - No</p> <p>Comprehensive Support Improvement (CSI) - No</p>

School Goal	Action Step	Priority 1 Goal	Priority 1 Strategy	Subject/Other info	Timeline	Measurement of Action Step	Cost	Funding Source	Expenditure
	Master schedule created based on USBE guidelines and followed by teachers and staff.			ELA	BOY		\$0.00	N/A	N/A
				MA	BOY				
	Essentials taught during Tier 1 instruction and the focus of grade level PLCs. Teachers meet weekly in PLCs and focus on Tier 1 instruction, formative assessments, and discuss strategies to support all learners, including MLs and SWD.			ELA	Daily		\$0.00	N/A	N/A
				MA	Daily				
	Provide tiered instruction to all students daily, including SWD and MLs. Use student data to drive both Tier 1 and Tier 2 instruction. A combination of in-class and pull-out services will be provided for ML and SWD students.			ELA	Daily		\$0.00	N/A	N/A
				MA	Daily				
				SWD	Daily				
	Differentiated Learning Time (DLT) time block for K-6th grade will be included in our master schedule. Teacher-led interventions or extensions will occur during this time with the help of paraeducators under the teacher's direction.			ELA	Daily		\$0.00	N/A	N/A
				MA	Daily		\$0.00	N/A	N/A
	Provide enrichment for students who are exceeding state standards			ELA	Daily		\$0.00	N/A	N/A
				MA	Daily		\$0.00	N/A	N/A
	Provide systematic, explicit and evidence based interventions for students who are not meeting state standards			ELA	Daily		\$0.00	N/A	N/A
				MA	Daily				
	Instructional assistants will monitor classes, while teachers provide small group instruction during K-6 Differentiated Learning Time (DLT). New to the country ML students will participate in an intervention class and SWD will have push-in or pull-out services designed for their needs.			ELA	Daily		\$0.00	N/A	Salary/Benefits
				MA	Daily				
				SWD	Daily				TIII (ML)
				ML	Daily				
	Hire paraeducators to assist with K-6 DLT time to help provide evidence-based ELA interventions (i.e., 95% Group, Sound Sensible, SPIRE, Wonders EL, and Quick Reads) and MA interventions (i.e. iXL, Prodigy, Rocket Math, etc.) to improve their math fluency skills.			ELA	Hire in July/August		\$60,000.00	TSSA	Salary/Benefits
				ELA	Hire in July/August		\$48,000.00	Landtrust	Salary/Benefits
				ML	Hire in July/August		\$9,000.00	EARS 5364 (ML Only)	Salary/Benefits

			MA	Hire in July/August		\$30,000.00	TSSA	Salary/Benefits
			MA	Hire in July/August		\$48,000.00	Landtrust	Salary/Benefits
	Provide PD for teachers and instructional assistants on district approved intervention programs		ELA	Bi-monthly		\$1,000.00	Tchr Quality	Supplies
			MA	Bi-monthly				
	Review and implement the components from LETRS PD for K-3 teachers		ELA	Ongoing		\$0.00	N/A	N/A
	The teachers will enter their ELA data (i.e. Wonders, 95%, Acadience) and Math Data (i.e. district interim, Acadience Math, and RISE) and Grade Level data into a school-wide data tracking spreadsheet. The spreadsheet will be shared with the grade-level teachers, the SpEd team, and the administration. The spreadsheet will be used during Friday PLCs to identify students needing remediation and extensions.		ELA	Weekly		\$0.00	N/A	N/A
			MA	Weekly				
	Teachers in 1st and 2nd grade will focus on their red and yellow Acadience students, ML, and SpEd students. Teachers and paraeducators will work with these students to increase the proficiency of our red students in 1st grade by 20% and 2nd grade by 40%. 70% of ML students will make typical or better progress on Acadience Reading by EOY.		ELA	Weekly		\$0.00	N/A	N/A
			MA	Weekly				
			ELA	Weekly		\$0.00	N/A	N/A
	Follow district guidelines for Acadience Progress Monitoring (PM) schedule. Paraeducators will cover classes while teachers complete PMing. Teachers will share Acadience data with parents after each benchmark.		MA	Weekly				
	Data Meetings will be held to review Acadience data and to make adjustments to classroom instruction and intervention schedule based on data and analysis of student subgroups including SWD and ML.		ELA	Quarterly		\$0.00	N/A	N/A
			MA	Quarterly				
	SpEd Team will provide specialized instruction strategies, tips, and ideas for teachers		ELA	Monthly		\$500.00	General	Supplies
			MA	Monthly				
			SWD	Monthly				
	Teachers will use technology in their classrooms and incorporate Blended Learning best practices		ELA	Daily		\$0.00	N/A	N/A
			MA	Daily				
	Formal observations with feedback from administration following the Formative/Summative evaluation cycle; and bi-monthly Drop In observations with feedback from administration		ELA	Ongoing		\$0.00	N/A	N/A
			MA	Ongoing				
	Bi-monthly visits to each classroom by instructional coach. Each teacher will go through at least one coaching cycle. New teachers and interns will have more than one coaching cycle.		ELA	Ongoing		\$0.00	N/A	N/A
			MA	Ongoing				
	Teachers and paraeducators will participate in ongoing monthly PD on strategies that increase student achievement and growth in math. A special focus will be on new teachers and interns. School PD coordinator will work with district PD specialist to prepare, present, and monitor PD. Emphasis will be placed on PLC/Impact Teams, ML strategies that increase academic achievement, and specialized instruction for SWD. Teachers will receive updated data on ML and		MA	Monthly		\$0.00	N/A	N/A
			ML	Monthly		\$500.00	THI (ML)	Supplies

	SpEd students on a regular basis.		SWD	Monthly				
	Purchase IntoMath Spanish Licenses for ML students		MA	BOY		\$500.00	TIII (ML)	Supplies
	Continue 4-6th grade implementation of STEAM- including Computer Science, Math/Science Enhancement, Infi-D Lab, Engineering, Robotics, and Art		Other	Daily		\$5,000.00	General	Supplies

#### Measurement of Academic Goals

- 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) assessments. Those scores will be entered into our school-wide data tracking spreadsheet. 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.
- Teachers will track data from grade-level common assessments, district interim assessments, teacher assessments, Acadience Math assessment, 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 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 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.

#### Strategic Plan Priority 2: Wellness and Safety

**Goal #1:** 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.

**Goal #2:** 90% of our families will participate in SEP Conferences.

**Goal #3:** 60% participation in our family activities throughout the year.

School Goal	Action Item	Priority 2 Goal	Priority 2 Strategy	Subject/Other info	Timeline	Measurement of Action Step	Cost	Funding Source	Expenditure
	Students in 5th-6th grade will participate in the Panorama SEL Survey at BOY and EOY.				BOY & EOY		\$0.00	N/A	N/A
	Assign students that fall into the Red and Yellow areas on the Panorama SEL Survey to a member of the administration so that they can connect with these students.				Bi-Monthly, all year		\$0.00	N/A	N/A
	Social Worker will offer Friendship and Social Emotional Groups, lead our Jr. Hope Squad and Kindness Club, and offer individual counseling to students.				8-12 week groups, quarterly, all year		\$0.00	N/A	N/A
	Hire a Paraeducator to help manage our "Boring," PAWS, and Wellness Rooms.				Daily		\$25,000.00	TSSA	Salary/Benefits
	Purchase tools and supplies for Wellness and PAWS Rooms.				Throughout the Year		\$1,000.00	General	Supplies
	Use CICO and Reward Time with identified students throughout the day.				Throughout the Year		\$500.00	General	Supplies
	Hold weekly Student Success Team (SST) and SpEd Meetings				Weekly		\$0.00	N/A	N/A
	Track and monitor Educator's Handbook & Panorama SEL Data. Share data weekly at SST and SpEd Meeting and with teachers monthly at GLL Meeting.				Weekly & Monthly		\$0.00	N/A	N/A
	Provide behavior support and PD for teachers/staff				Daily		\$500.00	Tchr Quality	N/A
	Maintain and update Behavior Drive with strategies and ideas to help teachers				Throughout the Year		\$0.00	N/A	N/A
	Hold Wildcat Values/Expectations Assembly at BOY. Values/Expectation posters displayed in classrooms and around the building. Teachers teach values/expectations and teachers and staff consistently monitor and enforce values/expectations throughout the day.				BOY, Daily		\$1,000.00	General	Supplies

Wildcat Cards given to students who demonstrate values. Names announced twice a week during announcements, students select a book from the Book Vending Machine, parents receive a phone call or email from the principal. Students can receive two books per year from the classroom teacher and one from a specialty teacher or staff member.				Weekly		\$7,000.00	General	Supplies
Second Step curriculum taught in all classrooms following the outlined schedule which begins after Labor Day.				Weekly		\$0.00	N/A	N/A
Wildcats Read! Take Home Book Program - Families will receive a predetermined book, they will read it with their family, complete a book review card and return the card with a family photo to be displayed around the school. Books will be displayed in the library and one book will be purchased for the library for all to read.				Bi-Monthly		\$5,000.00	General	Salary/Benefits
Provide parent communication and support through weekly ParentLink message from the principal translated into 5 languages. Spanish translation in the office, SEPS, Family Activities, Principal's Pantry, Thanksgiving Food Baskets, Personal Hygiene Items, Snack & Gift Card Drive, Safety Week tips, 5.12 Weekend Food Bags, etc.				Throughout the year		\$0.00	N/A	N/A
Challenge our more advanced students so we meet their needs.				Throughout the year		\$0.00	N/A	N/A
Continue to find ways to support our students with behavior needs in order to retain the low suspension rate.				Throughout the year		\$0.00	N/A	N/A
Work with the district family advocate and have her reach out to the students who are absent to help parents see the importance of attendance. Assign our chronically absent student to the administrative team for bi-monthly check-ins.				Throughout the year		\$0.00	N/A	N/A

**Measurement of goals**

- We will measure this goal by comparing our BOY and EOY end of Panorama data. Data will be tracked each year to determine if we are seeing progress in the support we are providing for our students.
- We will track our behavior data and Wellness Room visits using Educators Handbook.
- We will track the attendance for SEPs and our Family Activities.

**There are times when the planned expenditures in the goals of the plan are provided by the district, a grant, or another anticipated 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?**

If this happens any additional funds will be used to hire more paraeducators, purchase computer software programs, headphones for software programs, or other supplies/manipulatives.

**Describe how and when progress will be communicated to stakeholders.**

Plan will be communicated to our stakeholders on our school website. Progress will be discussed with stakeholders at BOY, MOY and EOY.

**Describe the process of involving stakeholders including the School Community Council, in the creation of the school improvement plan.**

Data was reviewed with the school faculty, staff, and Community Council. Together goals were created and decisions were made about needed funding. The Community Council voted and the plan was approved by all members (see signature page in Google Drive).

**List the names and roles of the individuals involved in the creation of the school improvement plan.**

Kim Hawkins-Principal, Megan Clark-Facilitator, Gaylene Fale-Council Chair, Barbie Osorio DeSoto-Co-Chair, Amber Maio-Teacher, Perry Ridge-Parent, Adrianne Woods-Parent, Dorie Kim-Parent, Cameron Waqa-Parent, Leadership Team, Grade Level Leaders

**Strategic Plan Priority 3: Stewardship of Resources**

Fund	Allocation	Total in Plan	Remaining to budget
General (0999)	\$182,368.00	\$20,000.00	\$162,368.00

TSSA (5678)	\$115,452.36	\$115,000.00	\$452.36
Landtrust (5422)	\$97,073.56	\$96,000.00	\$1,073.56
EARS 5364 (ML only)	\$8,616.00	\$9,000.00	-\$384.00
TIII (7612)		\$1,000.00	-\$1,000.00
Teacher Quality (5226)	\$19,644.00	\$1,500.00	\$18,144.00