



Sweetwater County School District #1

Westridge Elementary



Home of the Lions

Rock Springs, Wyoming
Dr. Karl Wells, Principal

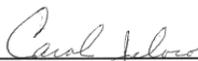
2018-2019



PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Name	Position
Dr. Karl Wells <i>Dr. Karl Wells</i>	Principal
Cathy Perkins <i>Cathy Perkins</i>	Title I Teacher
Amanda Bryant <i>Amanda Bryant</i>	Kindergarten teacher
Alissa Ekdahl <i>Alissa Ekdahl</i>	First grade teacher
Amber Coble <i>Amber Coble</i>	Second grade teacher
Deanne Schmidtberger <i>Deanne Schmidtberger</i>	Third grade teacher
Wendy Bournazian <i>Wendy Bournazian</i>	Fourth grade teacher
Koral Hueller <i>Koral Hueller</i>	Counselor
Marina Wernsmann <i>Marina Wernsmann</i>	Music teacher
Brooke Shassetz <i>Brooke Shassetz</i>	Resource teacher
Megan Owens <i>Megan Owens</i>	Parent

State Accountability Report

District Name: Sweetwater #1
School Name: Westridge Elementary
Grades Served: K-4
Enrollment: 347

WAEA School Performance Rating = Not Meeting Expectations
 WAEA Weighted Average Indicator Score = 1.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Below Target	Below Average	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Below Target	Below Average	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.
Achievement*	Below Target	Below Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Below Target	Average	The percent of English learners who met their annual progress goal for English language proficiency.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Met**

FAY School Participation Rate Status ESSA: **Met**

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide Assessment Participation Rate Status ESSA: **Met**

Needs Assessment

1. Based on the state accountability report, which area (growth, equity, achievement, graduation rate, participation rate) is the lowest for your school?

Based on the state accountability report, achievement is the lowest area of need at Westridge Elementary. Achievement is the percent proficient or above on the state tests in reading, mathematics and science. In the 2017-2018 school year Westridge scored in the 36th percentile, which is still in the below target range. It is clear however, that statistically if we can differentiate for students and meet their needs and the Growth and Equity indicators rise this will lead naturally to an increase in our Achievement score. Therefore, our goals will be focused on the Growth and Equity indicators.

Achievement								
	Westridge Overall	Subject Overall		Reading		Math		Science
		Reading	Math	3rd	4th	3rd	4th	4th
2015-2016	49%	57%	44%	47.46%	64.5%	35.59%	50%	41.94%
2016-2017	45%	56%	37%	51.56%	61.2%	38.10%	34.69%	36.73%
2017-2018	36%	33%	39%	33.9%	32.4%	39%	39.7%	32.8%

2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

At Westridge Elementary, we use various data sources to provide us with information about our areas of need. Such data sources include; WY-TOPP data, DIBELS, common assessments in ELA and Math, progress monitoring data, formal and informal assessments, a variety of classroom assessments and standards-based report cards.

Other data sources that give us more information about our areas of need are: Individual Learning Plans (ILP's) and bi-monthly progress monitoring. ILP's and progress reports for our students in Extended Day target problem solving and thinking strategies. Bi-monthly/weekly progress monitoring data for students in kindergarten through fourth grade target students receiving tier 2 and tier 3 interventions in reading and math.

This additional data will immediately tell us which students need more support in targeted skills based on our curriculum map / Wyoming Content & Performance Standards (WCPS).

3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) is the second lowest for your school?

Based on the state accountability report, equity is the second lowest area for Westridge Elementary. Equity is the weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% in reading and mathematics combined for a subgroup of students who had low reading and math test scores in the prior year. This past school year we increased from the 42nd percentile to 45th percentile, still keeping us in the below target range.

Westridge Elementary		
	Growth Level	Equity Level
2015-2016	46	63
2016-2017	48	42
2017-2018	45	45

4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

As stated in question number two, Westridge Elementary uses various data sources to provide information about areas of need. Such data sources include; WY-TOPP data, DIBELS, common assessments in ELA and Math, progress monitoring data, formal and informal assessments, a variety of classroom assessments and standards-based report cards.

GOAL #1: Growth: Increase the current Growth percentile of 45% to the next student Growth percentile of 48% for Reading and Math on the State Accountability Report within the 2018-2019 school year.

GOAL #2: Equity: Increase the current Equity percentile of 45% to the next Equity percentile of 48% for Reading and Math on the State Accountability Report within the 2018-2019 school year.

Timeline	Action Steps	Was this action step in place in 2017-2018	Evidence of Completion (Submitted artifacts housed in SharePoint)
Monthly	Family Engagement Nights	Yes	Parent sign in forms, survey forms
Ongoing	PLC and AMP teams review data sources as defined in question number two	No	Meeting minutes
Ongoing	Professional Development/ ELA District training for 2 nd & 3 rd grade	Yes	Teacher sign in forms 2 nd & 3 rd grade teachers
Ongoing	The Positivity Project empowers America's youth to build strong relationships and to understand, appreciate, and exemplify the character strengths in us all.	Yes	Character Strengths Calendar: *Other People Matter Mindset *Curiosity *Open-mindedness
Ongoing	Professional Learning Community (PLC) teams tracking Tier II and Tier III students using skill-based assessments, diagnostic assessments and progress monitoring.	No	Agenda meeting notes, Data Notebook, Grade level tri-fold charts,

Ongoing	Data Teams Process	Yes	Grade level smart goals in ELA and Math
Ongoing	PLC teams meet at least weekly to review data, plan for appropriate reteach and enrich strategies based on John Hattie's meta-analysis of high effect size strategies	Yes	PLC meeting minutes
Ongoing	Using Kagan engagement strategies to engage students.	Yes	Lesson plans in planbook.com
Ongoing	AMP Team meets to review process of tiered support and generate action plans	Yes	Progress monitor, class assessments, action plans
Ongoing	Learning Targets posted in all classrooms for each content area. Provide Feedback on student expectations and progress in all grades	Yes	Displayed in multiple locations and various ways, Graphing charts, Parent contact, Report cards, Progress monitoring
Ongoing	Extended Day Program; Focus on Problem solving and thinking strategies.	Yes	ILP forms for all participating students

All Title I Schools:

Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

Westridge Elementary teachers consistently teach from the same curriculum to meet state standards, with targeted instructional strategies in skill-based groups to strengthen the core academic program. PLC teams and support staff utilize building wide schedules and student data to increase the amount and quality of learning time to provide equity and growth for students at all learning levels.

Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

Implementation of the Data Team process was initiated in the fall of 2016 and continues in the 2018-2019 school year. Grade level teams meet weekly to determine standards targets, identify common assessments, review data, develop goals for student performance, identify high impact instructional strategies, and examine results indicators. Teams include administration, classroom teachers, English Learner (EL) teacher, Special Education teachers, Achievement Monitoring Progress (AMP) team chair, school counselor, and Title I teacher.

List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

Westridge Elementary utilizes a variety of opportunities to meaningfully engage families in their children's education and to keep them informed of their children's learning progress. Title I staff hosts an annual meeting to review Westridge's school-wide plan and goals, parent/student/staff compact and parent involvement policy with the community. Title III staff hold monthly parent involvement nights for EL families and provide translation services for Title I/Parent/Teacher Organization (PTO) programs as well as individual parent/teacher conferences. School-wide and grade-level written communications are provided to all families in English and Spanish. Parent conferences are held each semester to review student's progress within the curriculum and present results of standardized testing. Standards based report cards are sent home quarterly. Parents of students identified as exhibiting academic or behavioral difficulties are invited to all Achievement

Monitoring Process (AMP) meetings to discuss strategy implementation. Quarterly school-wide family learning nights are held along with annual grade level Academic Parent Teacher Team meetings to provide families with opportunities to increase knowledge of the curriculum and their student's progress within it. Student attendance letters are sent according to district policy, and parents are contacted when warranted in issues involving student discipline. There are a variety of school/family communication tools to inform parents of parent involvement activities including school web site, PTO Facebook, Automated calling system, written notices, and SchoolWay app.

If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

Westridge Elementary receives students primarily from the early childhood programs of Head Start and the Child Development Center (CDC). For students transitioning from Head Start, kindergarten teachers and the school principal participate in Head Start's spring transition meetings where parents are provided with information and have the opportunity to ask questions and meet staff. A team meeting with kindergarten teachers, parents, and special needs service providers is held for each child transitioning from the CDC with an active IEP. In addition, for families of all children entering kindergarten, transition meetings are provided by both Title I and Title III parent liaisons. All enrolled kindergarten students are invited to attend "Kindergarten Round-up" allowing students to experience the kindergarten environment and typical activities prior to attendance and to allow teachers and specialist to screen students for readiness skills. Individual family meetings provide suggested learning activities for families to complete to prepare students for the year ahead.

List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

Westridge administration and staff have committed to an intensive planning designed around the educational research of John Hattie. Through the Data Team process, teachers across grade levels, within the math and ELA content areas will identify high impact teaching strategies, implement these strategies, and utilize common assessments to evaluate the effect size of strategies within their own classroom and Professional Learning Communities (PLC). Grade level teams and extended day PLCs will work through the Data Teams process with direct support from the building administrator and outside sources. Approved research-based resources will be utilized to support this improvement plan. Leadership will provide feedback on the effectiveness of Data Teams in the implementation process. Professional development in specific high effect instructional strategies including student goal setting, reciprocal teaching, and feedback will be a focus of this improvement plan.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Policies and procedures are in place for identifying students at-risk for academic difficulties. Universal screening with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Wyoming Test of Proficiency and Progress (WY-TOPP) are administered in the fall of each school year to identify students performing below grade level expectations. Students who are identified in the area of reading are placed in tiered interventions according to district developed reading pathways. Tier II and III students then receive progress monitoring throughout the school year to measure progress within the reading curriculum. Grade level Data Teams meet weekly to review common grade level assessments in reading and math. Students who are experiencing continued difficulty in academic or behavioral areas are referred to our school level Achievement Monitoring Process (AMP) team consisting of teachers, specialists, administration and parents to determine the need for additional testing or the implementation of research-based intervention strategies in the general education classroom and during flex periods. In addition, Westridge Elementary extends the school day for struggling students with EL student language remediation, math/reading remediation and STEAM exploration for students from highly qualified teachers, interventionists, and paraprofessionals as provided by the Sweetwater #1 Early Literacy plan.

http://www.sweetwater1.org/groups/4800/curriculum_instruction_and_assessment/cia_home_page

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

The Communication team of Westridge Elementary consisting of administration, grade level representatives, SPED rep, Title rep, ELL rep, parent rep, and AMP team rep/school counselor met during the summer to analyze DIBELS and WY-TOPP data for individual classes, grade level performance, and school-wide performance relative to 2017-18 school improvement goals. Strengths and weaknesses were identified for subject, grade level, school, and district performance.

What strategies are used to attract highly qualified teachers to high need Title I schools?

All teachers at Westridge Elementary meet the Wyoming Professional Teaching Standards Board and federal requirements for Highly Qualified. The district advertises nationally using a variety of media resources including online and print venues. In addition, they work in conjunction with state and national teaching associations and institutes of higher education to recruit highly qualified staff. All Para professionals hired at Westridge are highly qualified meeting the requirements of 48 college credits or passing score on the Para Pro Assessment.

How do you coordinate and integrate federal, state, and local services and programs?

Federal funds are consistently utilized to supplement, not supplant programs funded by state and local monies. District employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.