

School Improvement Plan  
Westside Elementary  
2017-2018

**Goal #1**

Westside Elementary will increase student proficiency in all core subject areas by utilizing effective collaborative teams to provide timely and systematic responses for each student.

**Academic Areas**

- Reading
- Mathematics
- Writing
- Science

**Measurements**

1. SAGE testing results
2. DIBELS testing
3. Fountas and Pinnell Benchmark assessments
4. Running records
5. Grade level common assessments and retests following intervention and enrichment

**Action Plan Steps**

1. Students identified as needing reteach or enrichment in core concepts will be identified and receive appropriate support through focused instruction and grade level interventions.
2. School-wide interventions will be provided to students in need. This may include before and after school programs, one-on-one tutoring, or summer school support to maintain skills.
3. Curriculum supports and staff development will be utilized in each core subject area to align instruction across grade levels as well as provide a viable and guaranteed curriculum in each grade level.
4. Teachers will meet in professional learning communities weekly and at the end of the school year to align curriculum maps.
5. Teachers will attend professional development in order to enhance knowledge, skills, and dispositions.
6. Teachers will work with district instructional coaches, grade level colleagues, and assigned mentors in order to improve instruction.
7. New teachers will participate in monthly mentor meetings as well as ongoing observation cycles to ensure quality Tier 1 instruction.

**Expenditures**

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	This includes salary for an additional part-time educators to model, coach, and administer interventions for students. Also pay for teachers for summer training and curriculum planning.	\$25,000
Professional and Technical Services (300)	Professional development to conferences and substitutes.	\$4,000
	Total:	\$29,000

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**Goal #2**

Technology, Fine Arts, and Foreign Language (dual immersion) integration will be used to enhance instruction for students as well as increase student opportunities for building 21st century skills.

**Academic Areas**

- Technology
- Fine Arts
- Foreign Language

**Measurements**

1. Completion of a minimum of 6 fine arts lessons, with integrated core concepts, as well as attendance in professional development by assigned district specialists for each grade level.
2. Participation in professional development and utilization of technology during formal observations by mentor teachers and administrator.
3. Curriculum maps will add additional fine arts and technology components.
4. Grade levels will participate in a parent night/program to showcase a fine arts or technology component.
5. Calendars of computer lab usage and grade level events will show completion.
6. Keyboarding data submitted with proficiency levels by students will support increased skills.

**Action Plan Steps**

1. All teachers will participate in professional development from the district's fine arts expert.
2. All teams will complete a minimum of 6 arts integrated lesson plans.
3. Grade level programs, events, and ensembles will focus on fine arts or technology areas in order to increase student awareness and opportunities.
4. Teams will work to effectively utilize technology and share programs/apps in collaboration meetings to effectively enhance instruction and student learning.
5. Increased access to technology in the regular classroom.
6. In conjunction with USOE, dual immersion teachers will be trained in Spanish language instruction and support. Additional materials and technology will be used to support language instruction.

**Expenditures**

Category	Description	Estimated Cost
Textbooks (641)	Additional language supports for Spanish instruction.	\$3,000
Equipment (Computer Hardware, Instruments, Furniture) (730)	Updating equipment or adding (iPad or chrome books) for larger class sizes.	\$12,000
	Total:	\$15,000

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**Goal #3**

Tier 2 and tier 3 reading and mathematics instruction will be provided for at-risk students throughout the school year.

**Academic Areas**

- Reading
- Mathematics

**Measurements**

1. Each student will be benchmarked at least twice a year to show reading growth from the beginning of the school year to the end.
2. Throughout the school year teachers will use DIBELS' data, on-going running records, and guided reading anecdotal notes to assess needs of students.
3. Teachers will meet individually with administration and literacy coaches to discuss the effectiveness of interventions for each student reading below grade level.
4. Teachers will use common math assessments to track the progress of individual students.

**Action Plan Steps**

1. Reading technicians will be hired to work with at-risk students. These technicians will utilize the Star Reading Lesson Plan to work one-on-one and in small groups with students to improve reading.
2. At risk students will utilize Waterford, SuccessMaker, ALEKS, and Imagine Learning computer programs.
3. Technicians will work with at-risk students to encourage and reward good attendance at school.
4. Teachers will continue to be trained to improve reading and mathematics instruction.
5. Technology (computers, iPads, Chromebooks, software) will continue to be purchased as an aid to improve student's reading and math knowledge and skills.
6. A math reteach aide will be hired to help reteach at-risk students for reteach and enrich.
7. PLC grade level teams will meet together to use common assessment data to determine students at-risk.

**Expenditures**

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	This includes the use of technician supports for Math Reteach Aide, or other support personnel to assist in small group instruction and class size reduction for tier 2 and tier 3 instruction.	\$30,000
	Total:	\$30,000