



Sweetwater County School District #1

# *Westridge Elementary*




*Home of the Lions*

Rock Springs, Wyoming  
Dr. Karl Wells, Principal

*2020-2021*

## 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. 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
Wendy Bournazian <i>W. Bournazian</i>	Second grade teacher
Deanne Schmidtberger <i>Deanne Schmidtberger</i>	Third grade teacher
Liliana Sanchez <i>Liliana Sanchez</i>	Fourth grade teacher
Koral Hueller <i>Koral Hueller</i>	Counselor
Sherri Stewart <i>Sherri Stewart</i>	Music teacher
Theresa Lembke <i>Theresa Lembke</i>	Resource teacher
Emily Jenkins <i>Emily Jenkins</i>	Parent

# State Accountability Report

District Name: Sweetwater #1  
 School Name: Westridge Elementary  
 Grades Served: K-4  
 Enrollment: 333

WAEA School Performance Level = Meeting Expectations  
 WAEA Weighted Average Indicator Score = 2.3 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Not Identified  
 Comprehensive Support and Improvement = N/A  
 Targeted Support and Improvement = N/A  
 Additional Targeted Support and Improvement = N/A  
 ESSA Average Indicator Score = 2.5  
 ESSA Average Growth & Achievement Score = N/A  
 (ESSA Average Growth & Achievement Scores are only reported for the 5% of Title I schools with the lowest scores)

## 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	Count of Students	Description
Growth	Exceeds Target 66	Above Average 66.5	56	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.
			56	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Exceeds Target 65	Above Average 64.8	21 ; 44	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%. The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	Below Target 49	Average 48.8	127	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			127	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Meets Target 48	N/A	31	The percent of English learners who met their annual 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**

## Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

# 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 2018-2019 school year Westridge scored in the 49<sup>th</sup> 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. Due to COVID-19, WY-TOPP testing was not available for Spring 2020. We will continue with the existing goals for Growth and Equity.

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%
2018-2019	49%	52.8%	39.1%	52.2%	53.4%	39.1%	51.7%	51.7%
2019-2020	COVID-19							

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, Acadience Data Management System 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. 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 identify 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. In the 2018-2019 school year we increased from the 45<sup>th</sup> percentile to 65<sup>th</sup> percentile, raising us to the exceeds target range. Due to COVID-19, WY-TOPP testing was not available for Spring 2020. We will continue with the existing Equity goal for 2020-2021.

Westridge Elementary		
	Growth Level	Equity Level
2015-2016	46	63
2016-2017	48	42
2017-2018	45	45
2018-2019	66	65
2019-2020	COVID-19	

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, Acadience Data Management System, 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 66% to the student Growth percentile of 69% for Reading and Math on the State Accountability Report within the 2020-2021 school year.

**GOAL #2: Equity:** Increase the current Equity percentile of 65% to the Equity percentile of 68% for Reading and Math on the State Accountability Report within the 2020-2021 school year.

Timeline	Action Steps	Was this action step in place in 2019-2020	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	Yes	Meeting minutes
Ongoing	Professional Development/ RTI District training	No	Teacher sign in forms Meeting minutes
Ongoing	Professional Development/ Virtual Teacher Training	No	Teacher sign in forms
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.	Yes	Agenda meeting notes, Data Notebook, Grade level spreadsheets in binder PLC binder.
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



## **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 2020-2021 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. 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, written notices, and ParentSquare.**

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, Professional development in Response to Intervention (RTI) and Virtual Teacher Training will be utilized to support this improvement plan. Leadership will provide feedback on the effectiveness of Data Teams in the implementation process.

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 Acadience Data Management System 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 which support their Individual Reading Plan (IRP). 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. All students receive reading instruction and remediation 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](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, EL rep, parent rep, and AMP team rep/school counselor analyzed Acadience and WY-TOPP data for individual classes, grade level performance, and school-wide performance relative to 2020-2021 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.