

## Western Hills Elementary School's 2018-2019 School Improvement Plan

### Focus Area #1: Effective Instructional Practices- Literacy

**Goal #1:** Eighty percent of students will show a year's growth in literacy on 2018-2019 state mandated tests.

#### Evidence:

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. Selected indicators are intended to deepen our knowledge and skills relative to effective instructional practice. We will analyze our data and use this information to target effective core instruction and address the needs of struggling students. The continuous improvement cycle (Plan » Do » Check) will be used to implement additional practices that are intended to build greater leadership capacity in our school community. A timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Western Hills will continue to use the team structure to ensure *sound instructional practices to support student achievement*. During our instructional team planning time by grade level and in our professional learning communities (PLCs), our instructional staff will utilize data to determine areas of need to refine instruction and implement selected evidenced based strategies that have been proven effective in our core content areas. This will provide a strong foundation for Tier 1 core instruction. Support for Tier 2 and Tier 3 interventions will be addressed by using our weekly intervention time referred to as Acceleration. We will use Map skills and other formative assessments to target specific areas of need.

We will increase the time for student interactions and discussions and choose instructional materials that are highly specific to the area of focus. We need more project-based assignments, more engagement, more differentiation of instruction. We will continue to provide explicit instruction for writing using Step-Up-to-Writing.



## Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018  
District: LITTLE ROCK SCHOOL DISTRICT

Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2017 - Spring 2018  
Weeks of Instruction: Start - 8 (Fall 2017)  
End - 31 (Spring 2018)

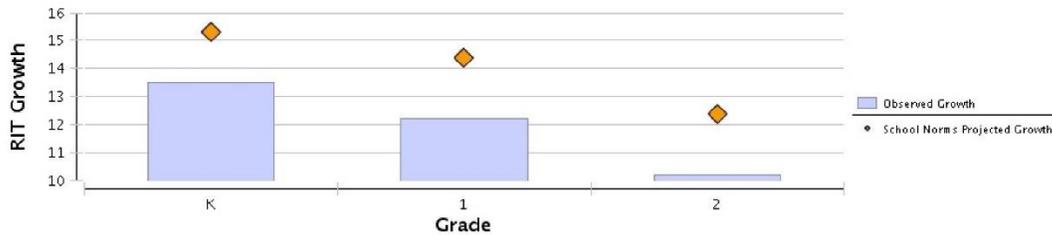
Grouping: None  
Small Group Display: No

### WESTERN HILLS ELEM. SCHOOL

Reading

Grade (Spring 2018)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			School Norms			Student Norms					
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	38	141.3	9.3	42	154.8	12.0	32	13.5	1.5	15.3	-0.69	25	38	16	42	42
1	56	153.6	11.4	7	165.8	13.5	4	12.2	1.1	14.4	-0.90	18	56	22	39	36
2	46	167.7	12.9	9	177.9	12.3	6	10.2	1.3	12.4	-0.97	17	46	19	41	40

### Reading



#### Explanatory Notes

1 Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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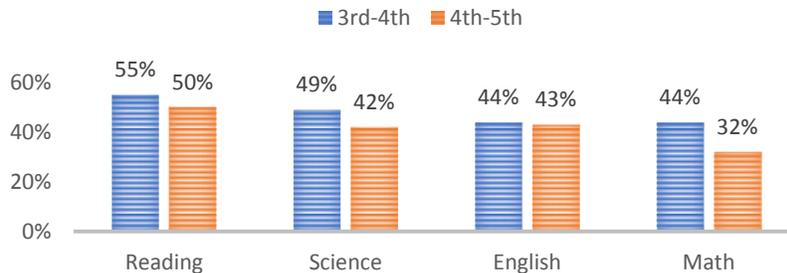
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## WESTERN HILLS GROWTH 2017-2018



**Ideal State:** The classroom instruction will have an emphasis on phonemic awareness, phonics, fluency, comprehension, and vocabulary. We expect to see growth in literacy skills as indicated by a combination of classroom assessments, MAPS NWEA assessment data,

and Moby Max data. We want to foster student engagement through, project-based assignments, student led discussions, hands on learning, and differentiation of instruction.

**Type of Support:**

- Grade level planning with support from literacy facilitators
- Modeling from literacy facilitators and/or reading teacher
- Colleague visits and team collaboration
- PLC's meet weekly to plan for instruction and use data to progress monitor
- Use Map Skills, Moby Max data, and other formative assessments to group students and remediate instruction
- Tier 2 and tier 3 intervention is provided through targeted small group instruction (Acceleration) to strengthen areas of need identified through formative assessments
- Targeted professional development for areas of need

**Professional Development:**

- Professional development to support data analysis and targeting instruction based on this information
- ALA Leadership Team professional development that will support our continued leadership development and guide our work as a school team.
- We are continuing to work with the Energy Bus for School Leadership.
- RISE-3<sup>rd</sup>-5<sup>th</sup>
- RISE refreshers & support K-2
- Map skills training
- RTI professional development
- Exposure to academic vocabulary and content specific informational text

**Costs:**

- Guided Reading manuals and materials, vocabulary materials and resources.
- Costs for ALA team professional development.
- Stipends for leadership team members for after school planning sessions.
- Energy Bus for School Leadership for training and materials

**Evaluation:**

- Student growth data from NWEA interim assessments will be used to show growth and plan for instruction.

- Moby Max reports for literacy and math will be analyzed monthly with students to set growth goals and celebrate success.

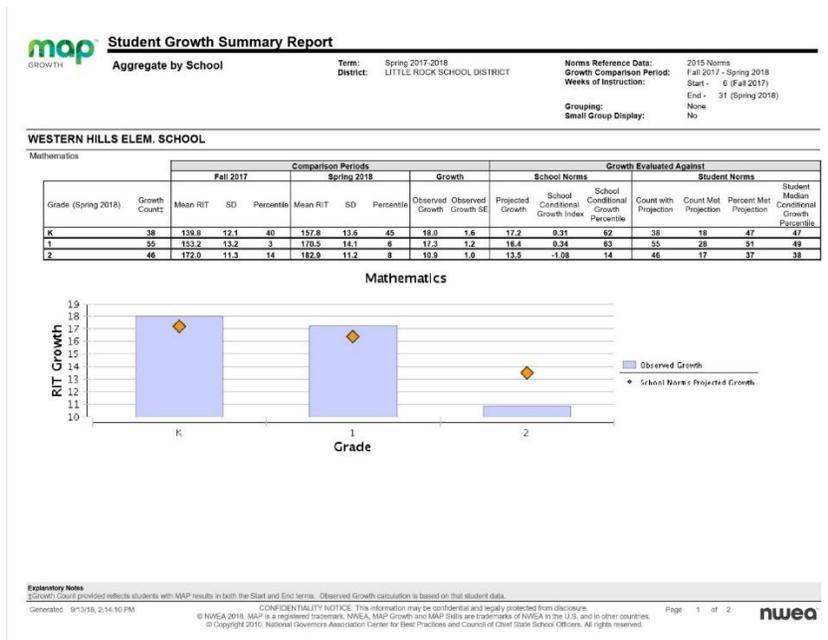
## Focus Area #2: Effective Instructional Practices -Math

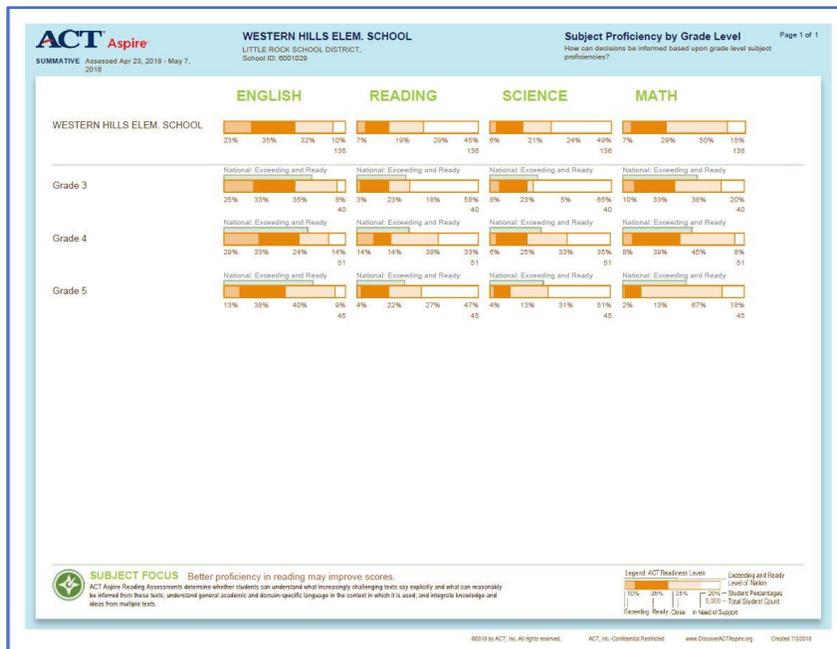
**Goal:** Eighty percent of students will show a year's growth in math on 2018-2019 state mandated tests.

### Evidence:

Western Hills will continue to use the team structure to ensure *sound instructional practices to support student achievement*. During our instructional team planning time by grade level or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas. This will provide a strong foundation for Tier 1 core instruction. Support for Tier 2 and 3 interventions will be addressed by using our weekly intervention time referred to as Acceleration. We will use Map skills and other formative assessments to target specific areas of need.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. A timeline for implementing and monitoring our practices will be developed as we plan in Indistar.





**Ideal State:** Teachers will facilitate number talks and problem solving during math instructional blocks to facilitate fluency, conceptualization, and critical thinking. This would be evident during the observed accountable talk /discourse (number talks/math concepts). These lessons would provide the foundation needed to show growth on classroom assessments and the MAPS/NWEA assessments. We want to foster student engagement through, project-based assignments, student led discussions, hands on learning, and differentiation of instruction.

**Type of Support:**

- Grade level planning
- Math Facilitators model
- Colleague visits and collaboration
- Tier 2 and Tier 3 intervention is provided through targeted small group instruction (Acceleration) to strengthen areas of need identified through formative assessments

**Professional Development**

- Planning with Math facilitator
- Professional development on Data Disaggregation and using the results to plan for instruction
- Professional development on Map Skills
- Targeted professional development for areas of need

### **Costs:**

- CBT (Reflex Math)
- Fluency resources (ex: Rhyme Times)
- Resources for rotations

**Evaluation:** The data will be collected from NWEA Map interim assessments and analyzed to remediate areas of weakness. Moby Max assessments in math will take place monthly. Students will set goals based on their results and celebrate successes.

### **Focus Area #3: Student Achievement**

**Goal:** Increase the number of students that participate in behavior incentives by 10%.

**Ideal State:** Teachers and staff will create a learning environment that includes: effective instruction in content areas, hands on experiences, project-based learning, center rotations, and partner learning. Students will set goals and monitor their academic and behavior progress using our SOAR standards (self-control, on-task, acts responsibly, respectful). Students will be exposed to engaging experiences that build STEM concepts.

We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. We will analyze our school's discipline and attendance reports and identify areas of growth and areas that need improvement and develop a plan to address these areas. We will target repeat offenders to support them through restorative justice and work with them to set and meet improvement goals.

We will continue to incorporate the Energy Bus principles and differentiate behavioral goals by primary and intermediate grades using Class Dojo as a tool to consistently track behavior. We will implement a new school store that will support positive behavior goals, support some aspects of the curriculum, and reward school attendance. We will continue to encourage parents to join Class Dojo as a communication tool<sup>[RT1]</sup> and to share our positive school story. Lines of communication will remain open so that we can build relationships with parents and students that allow us to support one another as we work together for a positive school climate. Parents and community partners will be invited to be part of our community through a variety of outreach activities. Examples include: Class Dojo, school events, PTA, volunteer opportunities, school committees, and other activities that support collaborative efforts. We will continue to work on creating a positive school culture using the PBIS format and Energy Bus resources.

Parent communication is a critical element to increase partnerships in learning. We will communicate growth by sharing results of the interim assessments and progress monitoring as needed. We will increase positive communication with parents through Class Dojo and phone contacts. We need parents to partner with us when discipline issues cause disruptions. We plan to work with parents to help them realize the importance of parent conferences as a partnership tool in supporting their child so that parent attendance increases at these important meetings. We want parents to begin with the classroom teacher as the first step in addressing concerns. Using Class Dojo as the communication channel, we will message parents/students about the importance of attendance, academic goals, and behavior expectations.

**Evidence:**

- Achievement, chronic absenteeism, and discipline data impact student success. Western Hills will use the findings from our data to analyze the root cause and develop a plan.
- Student infraction data shows that repeat offenders and transitions create the most difficulty.
- Data from Class Dojo shows that we need more fidelity in implementation (rewards, consistency, communication).

**Professional development**

- On-going professional development to incorporate best practices in content areas.
- Staff will meet to determine how to appropriately use the literacy materials purchased for center rotations. These will be used to engage and motivate student learning.
- Monthly student data meetings will be held to show progress, reflect on new goals, determine what needs to be done differently, and to celebrate successes.
- Professional development in STEM.
- On-going PBIS Professional development

**Cost:**

- Moby Max
- Reflex Math
- Academic Incentives
- Educational Field Trips
- Stem Materials
- Materials for Incentives for Attendance, PBIS, Achievement
- Character Development Resources
- Energy Bus Materials

- Student Data Collection Resources
- Parent Workshops with Stations (E-school, Moby Max, Attendance, STEM, Math...)

**Evaluation:**

The evaluation of student achievement will be evident using the results from:

- NWEA MAP Interim assessments
- Moby Max Monthly Growth Reports
- Moby Max Discipline Reports & Incentive Information from the Class Store

