

WESTRIDGE ELEMENTARY

NATHAN BALLAGH
Principal

**WEST DES MOINES COMMUNITY SCHOOL DISTRICT
 BUILDING SCHOOL IMPROVEMENT PLAN (SIP)
 West Des Moines Community School District
 Submit to Dr. Lanich by September 30, 2016**

Shared Vision:

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

District Goals

1. Close the gap between present practices and the Shared Vision.
2. Improve student achievement through effective instructional and assessment practices (Reading, Mathematics, Science).
3. The percentage of students in grades K-12 who miss more than 15 days of school will be 9% or less district wide. Current percentage is 13.74% district wide.

School	Westridge Elementary
Date	September 26, 2016

Building Leadership Team	Role/Position
Heidi Jensen	Kindergarten Teacher
Jillian Robbins	1st Grade Teacher
Jody Nielson	2nd Grade Teacher
Linda Walker	3rd Grade Teacher
Megan Light	4th Grade Teacher
Trina Miller	5th Grade Teacher

Julie Kaufman and Rachel Spenner	6th Grade Teacher
Pattie Klein	Counselor
Nancy Foley	ELP Teacher/Specials Rep.
Breck Menz	Instructional Coach

Data Reviewed for Diagnosis

Iowa Assessments (Required)

Benchmark Data (7-12)

District Vision Survey Data

Content Assessment Data

Attendance

Other (FAST assessments)

Review of 2015-16 Progress and Challenges		
Analysis of last year's final results:	Areas of Progress: (Summary from previous year including data source)	Areas of Greatest Challenge: (Summary from previous year)
<p>Reading</p> <p>Mathematics</p> <p>Attendance</p>	<p>According to the 2015-16 Iowa Assessment, Westridge students in grades 3-6 held steady with an average math proficiency rate of 88% ,even with the addition of 61 more students taking the test. Our building wide ELL math proficiency rate nearly doubled.</p> <p>In our reading instruction last year, we put more of an emphasis on increasing fluency and our proficiency rates held steady. At the same time, we have experienced a decrease in the proficiency rate for comprehension according to FAST literacy data. Overall, our FAST literacy achievement has increased from the previous year but we still have work to do with both fluency and comprehension. We will continue to explore the use of effective reading strategies for both classroom instruction and interventions during our WIN block. Our Iowa Assessment reading scores have held steady at 85% proficient even though we tested an additional 61 students compared to the previous year. According to Iowa Assessments, our subgroup</p>	<p>Math Areas of Improvement</p> <ul style="list-style-type: none"> ● Algebraic Patterns & Connections ● Data Analysis ● Number Sense & Operations ● Geometry ● Measurement ● Probability & Stats <p>Now that we have unpacked the Iowa Core math standards for each grade level and have prioritized the standards, teachers will have the ability to progress monitor throughout the year. Each math unit will have a pre & post-test to measure growth and identify areas that we need to focus our instruction on. This data will also be useful for planning our WIN block so we can target our</p>

	<p>proficiency rates have held steady and the achievement gap has not grown compared to the previous year.</p>	<p>interventions and instruction during that daily 30 minute block. We will continue to make sure we have the necessary math data to make informed instructional decisions.</p> <p><u>Reading Areas of Improvement</u></p> <ul style="list-style-type: none"> ● Increase Vocabulary ● Increase Fluency Rates ● Increase Comprehension Levels ● Use Context to Determine Meaning ● Increase Ability to Recognize Stated Information ● Increase the use of Informational Text ● Increase Ability to Extend Reasoning ● Better Understand Explicit Meaning ● Identifying Key Ideas from Text <p>At Westridge, we are going to re-examine what a typical literacy block looks like. Are we selecting appropriate reading strategies and interventions? Are we using small group instruction to target the needs of specific students? We are identifying more opportunities to utilize our reading specialists during grade level literacy blocks while continuing with small group supplemental reading instruction. We are beginning the process of unpacking the Iowa Core Literacy standards for each grade level and will prioritize the standards; teachers will have the ability to progress monitor throughout the year. We would like to develop a more formalized assessment plan for literacy that is aligned with our curriculum and Benchmark Literacy program. Our staff would like more data</p>
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points for reading to make informed instructional decisions.

2016-17 Building Improvement Plan Goals

Goals for this year:

Math Goal:

In the school year 2016-17, Westridge students in grades 3 - 6 will demonstrate a 5% growth on the Iowa Assessments as compared to the 2015-16 Iowa Assessments results. Students in grades K-2 will demonstrate a proficiency rate of 90% or higher on the spring aMath Assessment.

2015-16 Iowa Assessment Math Proficiency Data

Grade Level	3rd	4th	5th	6th
Math Proficiency	89%	88%	88%	87%

Reading Goal:

In the 2016-17 school year, the percentage of Westridge students scoring proficient or higher in Reading will increase 10% from the fall score by June 2, 2017 as measured by the Spring 2017 early reading composite score for K-1 and the CBM and aReading test in grades 2-6 .

% of students proficient	Fall 2016	Winter 2017	Spring 2017
Kindergarten early reading composite	N/A		
1st grade early reading composite	81%		
Grades 2-6 CBM	78%		
Grades 2-6 aReading	81%		

Attendance Goal:

Westridge staff will work with students and families to decrease the number of students who miss 10 or more days during the school year. We will monitor attendance and take necessary steps to improve attendance every six weeks.

Mathematics Achievement Action Steps (Address Low SES, EL, IEP)

- The subgroups of low SES, Special Education, and ELL students at Westridge will experience growth greater than the corresponding Non IEP/Non SES grade level students on Iowa Assessments compared to the year of 2015-16 school year .
- Use our newly created common unit assessments to guide instruction based on student understanding of the identified Iowa Core math standards for each unit.
- Analysis of aMath screening assessment three times per year to identify students needing additional math instruction.
- Pre-teach/re-teach of concepts expected to be mastered in grade level during WIN block and/or after-school program .
- Academic vocabulary building.
- Use of common formative assessment data to guide instruction for each unit.
- Integrate STEM learning opportunities to support teaching Iowa Core math standards.
- Math interventions implemented for students non-proficient with Iowa Core
- Differentiated practice i.e. games, technology, small group instruction, independent practice
- Administration and scoring of optional mid-year and end-of-the year assessments
- One component of our Leader in Me program is to have grade levels and students create Wildly Important Goals (WIG's). Each grade level has set a similar goal and will be tracking progress individually and as a grade level. The individual goal is tracked in each students Leadership Notebook. The grade level goal is on display in our media center.
- Optional related PD

Reading Achievement Action Steps (Address Low SES, EL, IEP)

- The subgroups of low SES, Special Education, and ELL students at Westridge will experience growth greater than the corresponding Non IEP/Non SES grade level students on Iowa Assessments compared to the year of 2015-16 school year .

- Use our newly created common unit assessments to guide instruction based on student understanding of the identified Iowa Core literacy standards. This data will also monitor growth towards mastering the standards for each unit.
- Use FAST data to identify students at-risk or persistently at-risk and assign interventions aligned with data
- Pre-teach/re-teach concepts expected to be mastered in grade level during WIN block and/or after school program.
- Academic vocabulary building
- Differentiated practice i.e. technology, small group instruction, independent practice
- Use of common formative assessment data to guide instruction for each unit.
- One component of our Leader in Me program is to have grade levels and students create Wildly Important Goals (WIG's). Each grade level has set a similar goal and will be tracking progress individually and as a grade level. The individual goal is tracked in each student's Leadership Notebook. The grade level goal is on display in our media center.
- Optional related PD

Action Steps for Attendance Goal:

October 2016 - 10% of School Days Absent Notification Phone Call, Letter, and Student Meeting - Parent will receive a phone call from the school indicating that the student has missed 10% or more days of school. The student will be required to meet with the principal or school counselor to discuss his or her attendance.

November 2016: 10% of School Days Absent Notification Phone Call, Letter, and Parent Meeting - Parent will receive a phone call and letter from the school explaining that the student has missed 10% or more school days. The principal will remind the parent of the importance of regular school attendance. The parent will be encouraged to meet with the son or daughter's counselor and or principal to discuss attendance issues.

January 2017 and Beyond: Phone Call, Possible Certified Letter, and Required Family Meeting - Parent will receive a phone call from the school informing them that their son or daughter has missed 10% or more days of school. A certified letter (if phone contact is not made) will be sent home from the school requiring that the parent meet with the school's principal and counselor to discuss supports that can be provided to facilitate improved attendance as part of an "attendance contract." Possible Home Visit – The school principal and counselor will conduct a home visit to the meet with the student's parents, assess barriers to school attendance, and develop a plan to improve the student's attendance.

	<p>Prevention Strategies for Attendance Concerns:</p> <ul style="list-style-type: none"> ● Increase parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. ● Reward students at our Leader in Me assembly who achieve perfect (no absences) attendance each month. ● Work with School-Community/Parent Engagement Coordinator to partner with families to improve school attendance and explore possible assistance. Conduct home visits as needed. ● To decrease the number of students who arrive late to school, we will develop a program called “Rise and Shine” that will encourage students to be in-class on-time. We will work individually with students who are routinely late to school and develop an incentive plan to get them to school on time. Students who arrive on-time each day will be entered in a special drawing for Westridge Way prizes. The drawing will take place at the end of each trimester. 				
Person(s) Responsible	Timeline	Resources Needed	Professional Development Needs/Outcomes		Student Outcomes
<p>Nathan Ballagh</p> <p>Tamara Tjeerdsma</p> <p>Instructional Coach</p> <p>Building Leadership Team</p> <p>PLC Committee</p> <p>Counselor</p> <p>Mentor Teachers</p> <p>Demonstration Teachers</p>	<p>June 2017.</p> <p>Progress Monitor Reading in September, January, and April</p> <p>Progress Monitor Math in September, January, and May.</p>	<p>Math Interventions</p> <p>Reading Interventions</p>	<p>Continue to explore reading, writing, and math strategies and interventions that are effective and consistent throughout all grade levels.</p> <p>MTSS assistance at Tier I that will support in classroom work and will help eliminate the need for higher areas of support.</p>		

<p>PDCF's</p>			<p>Differentiated instruction at the core level of instruction.</p> <p>A structure of Professional Development for all staff seeing the relevance of the goals in their classroom.</p> <p>Relevance or "reason" for doing the PD and instructional strategies by providing constant reminders to the link of building to district goals.</p> <p>Development of common assessments that are reflective of Iowa Core standards for each grade level.</p> <p>Monitoring Programs- (Observations)</p>		
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			<p>understanding of what is occurring in classrooms.</p> <p>PLC conversations with teachers that focus on the following questions:</p> <ol style="list-style-type: none">1. What do we want our students to know? (Curriculum)2. How do we know they are learning? (Assessment)3. How will we respond when they don't learn? (Intervention)4. How will we respond when they do learn it? (Enrichment)		
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