

# WEstside Elementary School



STUDENT PERFORMANCE REPORT

2023-24 NEEDS ASSESSMENT

&

2024-25 SCHOOL IMPROVEMENT PLAN

*A Culture of Grit and Kindness!*  
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# Our Mission

Inspiring curiosity and growing the knowledge of ALL learners



# Our Vision

We envision a school culture where all staff:

- 1) Deliver high-quality and research-based instruction;
- 2) Provide differentiated instruction tailored to each student's academic needs;
- 3) Value and promote the learning of all within our community;
- 4) Are sensitive and responsive to the general well-being of each student; so that

All students demonstrate *COMPASSION FOR OTHERS, PERSEVERANCE, AND CONFIDENCE* in their own unique strengths and abilities to reach their full potential.

# Our Commitments

**Community:** We are a community who works towards a common goal and for ALL kids.

**Collaboration:** We are an interdependent team. We all contribute, listen, and share in order to improve our practices and grow our kids.

**Respect/Integrity:** Our words and actions build others up and reflect a deep sense of caring, empathy, and acceptance.

**Communication:** We are open, positive, honest, and respectful in our communications.

**Confidence:** We will help all students and staff build confidence by celebrating success for everyone. Nobody gets missed.



## Our School:

Westside Elementary School is a three-section school educating and serving approximately 316 students in grades K-5, located in Powell, Wyoming. The first tenet of our school's vision is to offer a high quality, research-based instruction tailored to students' needs and this requires all within our system to be reflective and responsive to each learner regardless of demographics. Our free/reduced rates hover around 38% each year and our special education prevalence rate is 16% (including all areas.) It is our mission to inspire and grow ALL learners within our caring school climate. This guides our daily interactions and purposeful relationships with our incredible young people as we welcome, unconditionally accept, encourage, and support each of them.

## Our Success:

Westside Elementary is one of four high performing elementary schools in Park County School District #1, where every child's academic success and well-being is our priority. In 2018 our school was recognized for the second time as an Exemplary High Performing National Blue Ribbon School by the U.S. Department of Education, which was an honor and affirmation of the collective efforts of every staff member, parent, and child. We achieved this while faced with the challenges of an 85% turn over in staff from 2012-2017, a 33% increase in student population, the increase in academic proficiency expectations, and a change in instructional leadership. The Westside staff have embraced the professional learning community framework and adapted to the many system changes with a commitment to collaboration and a mindset of growth for every learner.

## Our Collaborative Culture:

In our professional learning community, we follow the wisdom of the late Richard DuFour in that "we work and learn together." The W.E. abbreviation of our school symbolizes the collaborative culture we have created in order to do our very best for and with students. Everything we do and achieve is a team effort. As educators we collaboratively dig deep into student outcomes and data at the summative, benchmark, and formative levels (summative and benchmark is featured in this plan.) We then reflect on outcomes relative to our practices, set SMART goals, grapple with new methods and research, and share with one another our successes and our failures. This is a recurring cycle which involves multiple stakeholders. If one listens into a staff meeting it is clear that everyone's input is valued and it is safe to admit that as individuals we may not have all the answers. Regie Routman's words of wisdom hold true at Westside in that we achieve our goals given "an upbeat, positive, trusting culture, where we feel safe, valued, and encouraged to raise questions, voice our opinions, and set our own worthy goals." Our building and team goals guide our professional learning and growth each year. Therefore, it is relevant and we apply it immediately within classrooms. We value our time together and make certain it is spent doing the right work. All of this, combined with some light-hearted fun, allows our school to be a place where every child is welcomed, cared for, valued, and given the hope and confidence to grow as a learner.

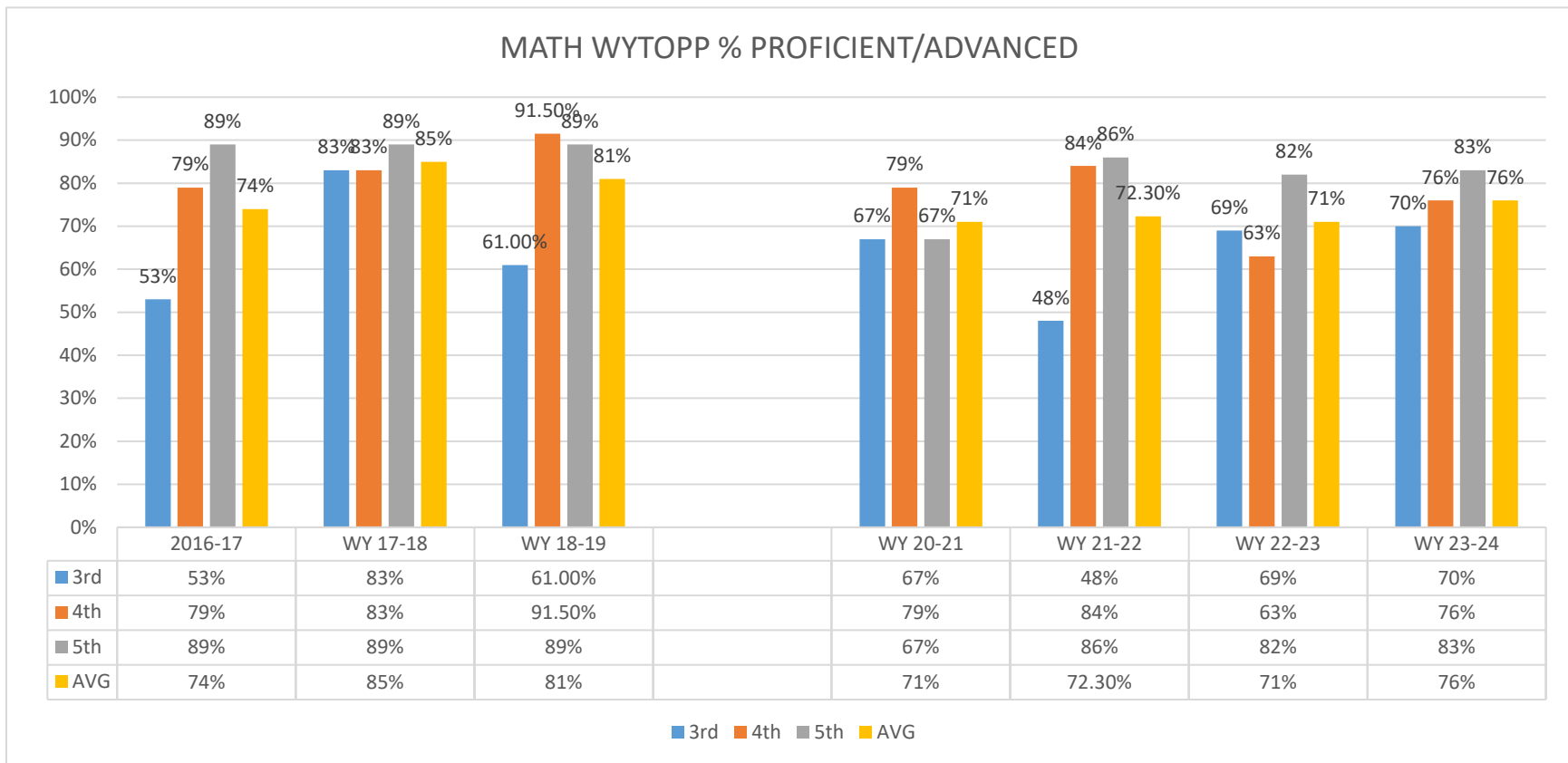
# WESTSIDE Elementary School: Math Goal Review

## 2023-24 OUTCOMES

District Goal: Increase student achievement by preparing students for Algebra 1.

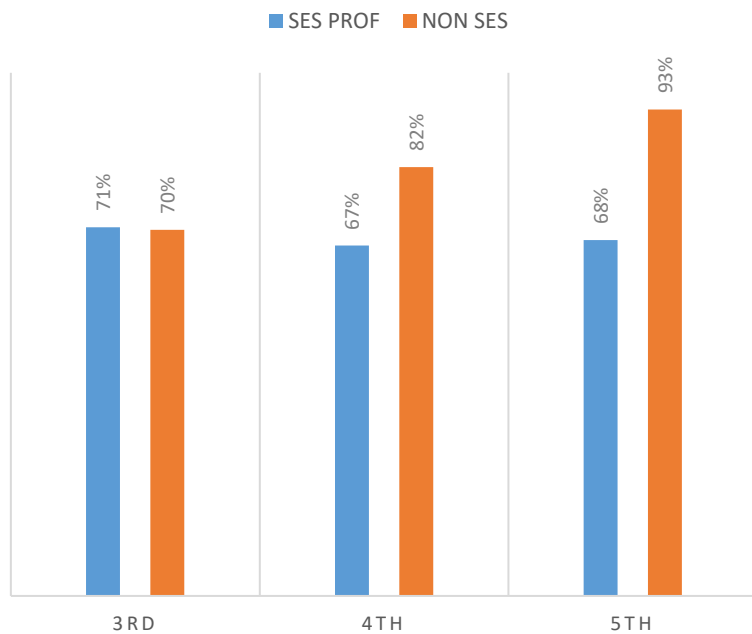


*Student growth rates will increase on the WY State Growth/ Achievement Report and reach “exceeding expectations”*

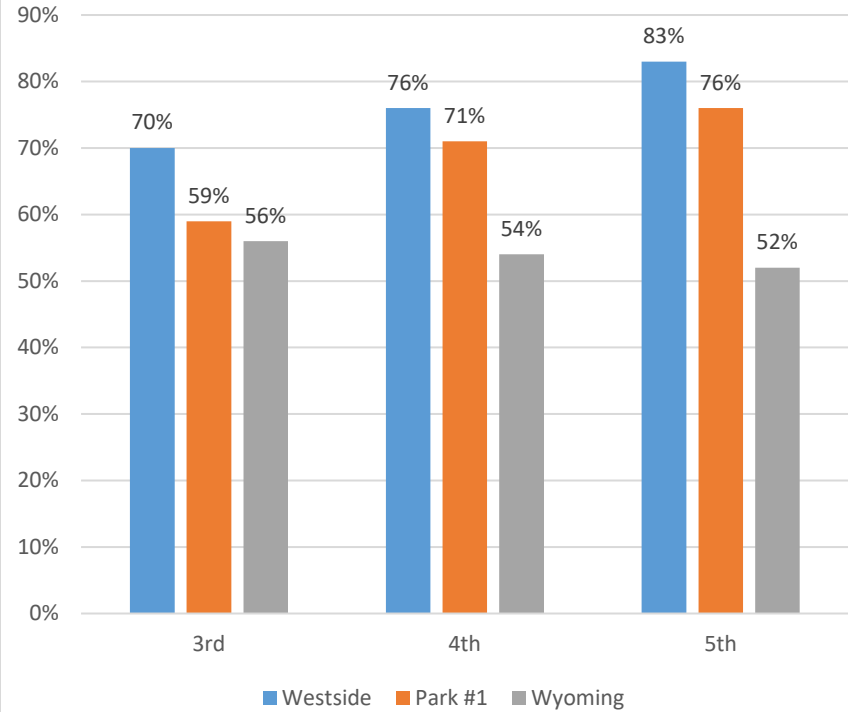


# WESTSIDE Elementary School: Math Goal Review

## WYTOPP MATH SES VS. NON-SES PROFICIENCY %



## MATH COMPARISONS 2024

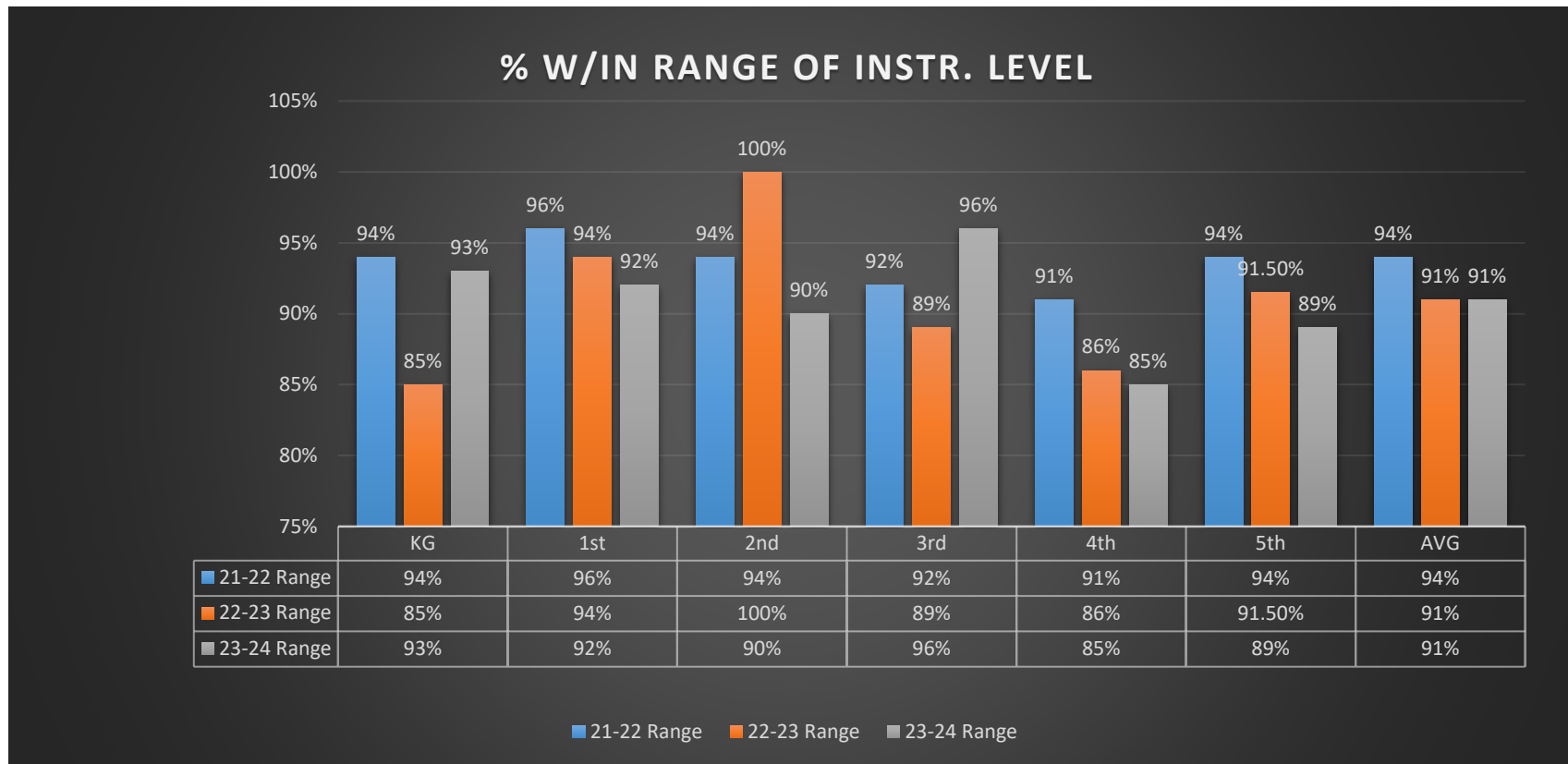


# WESTSIDE Elementary School: Reading Goal Review

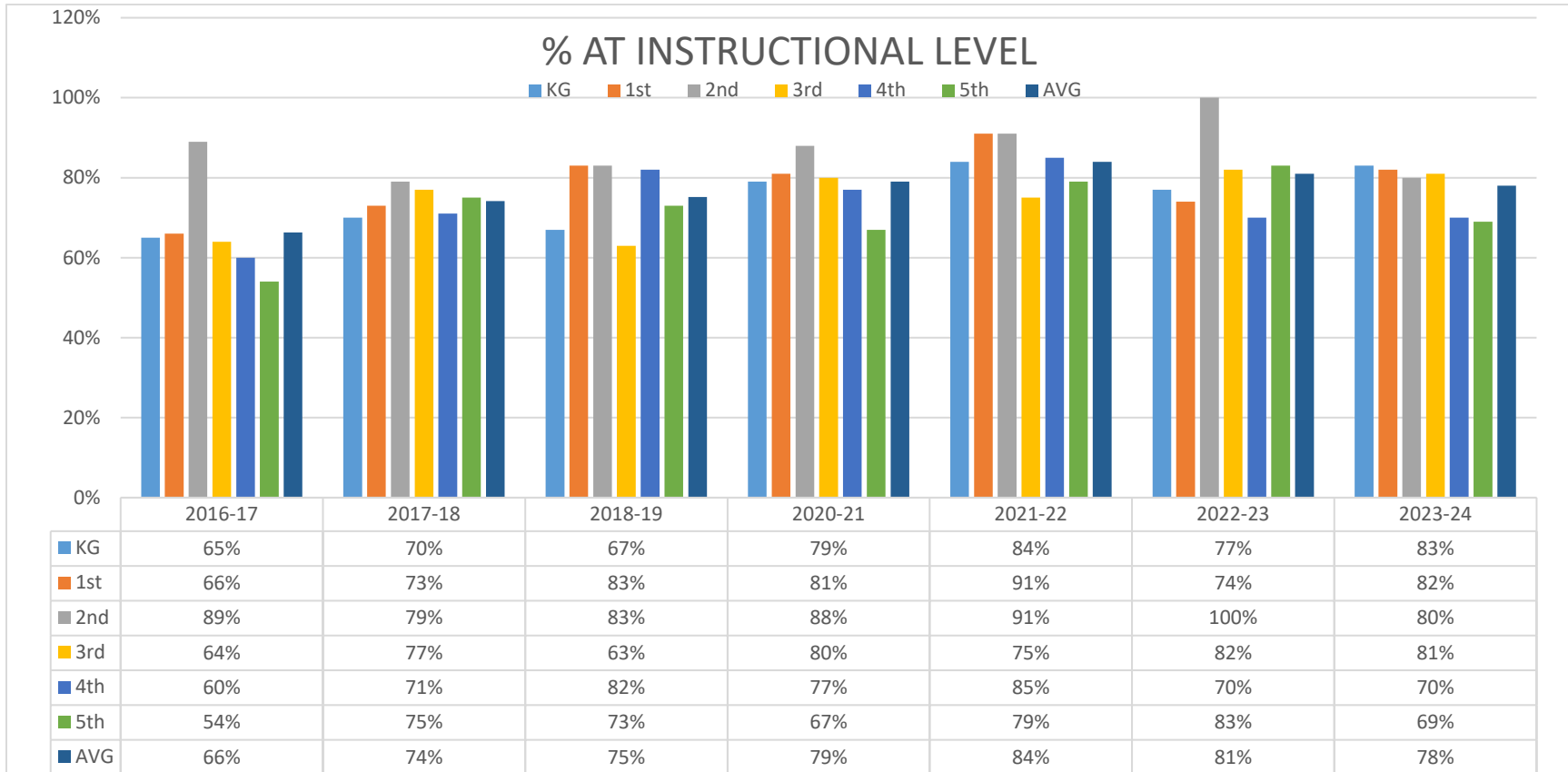
## 2023-24 SMART Goal Report

District Goal: All students will be proficient in reading by the end of third grade.

**Westside SMART Goal: Increase students' reading achievement so that 90% are within range of instructional reading level by spring**



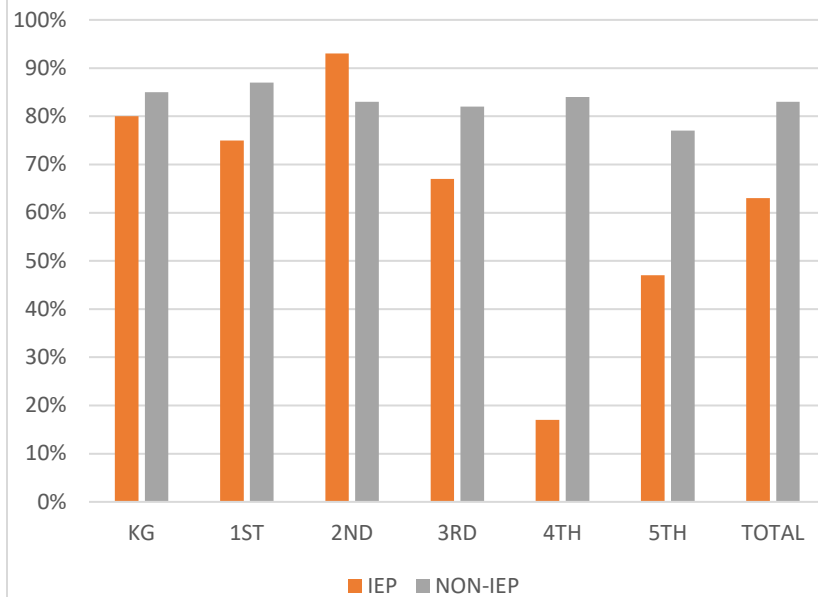
# WESTSIDE Elementary School: Reading Goal Review



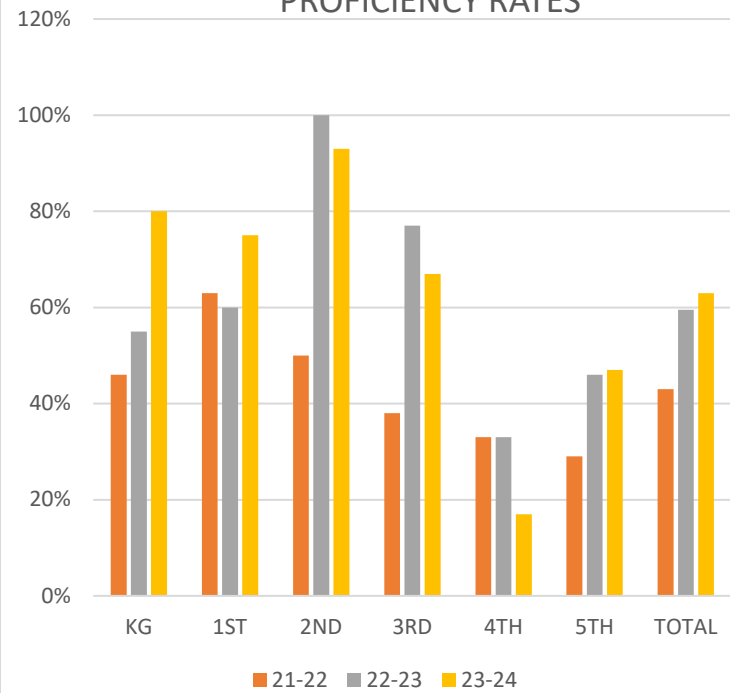


# WESTSIDE Elementary School: Reading Goal Review

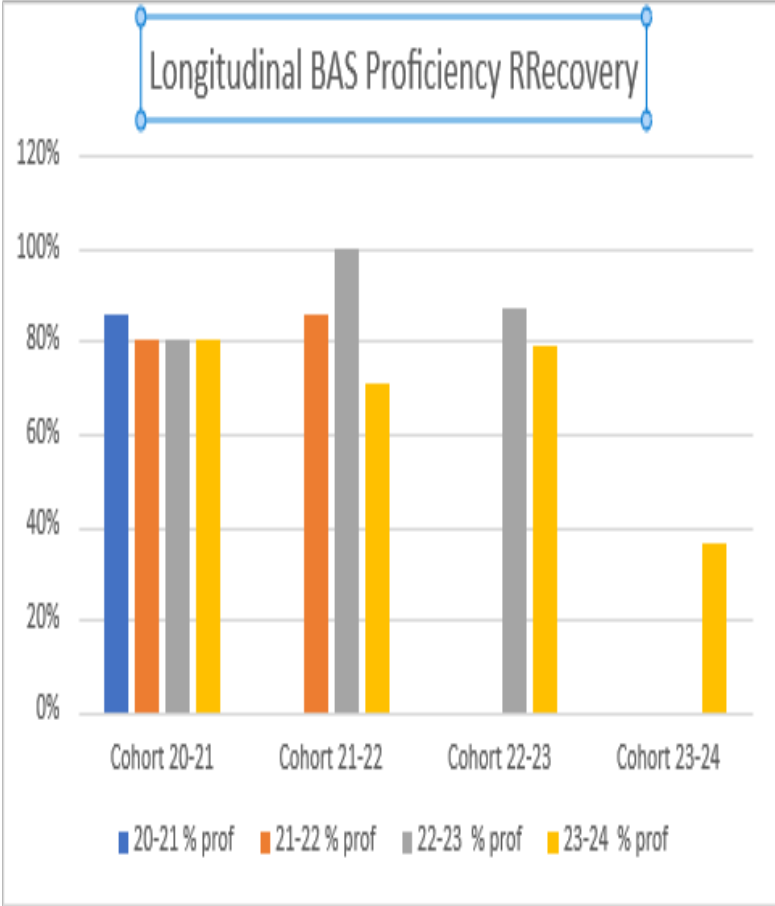
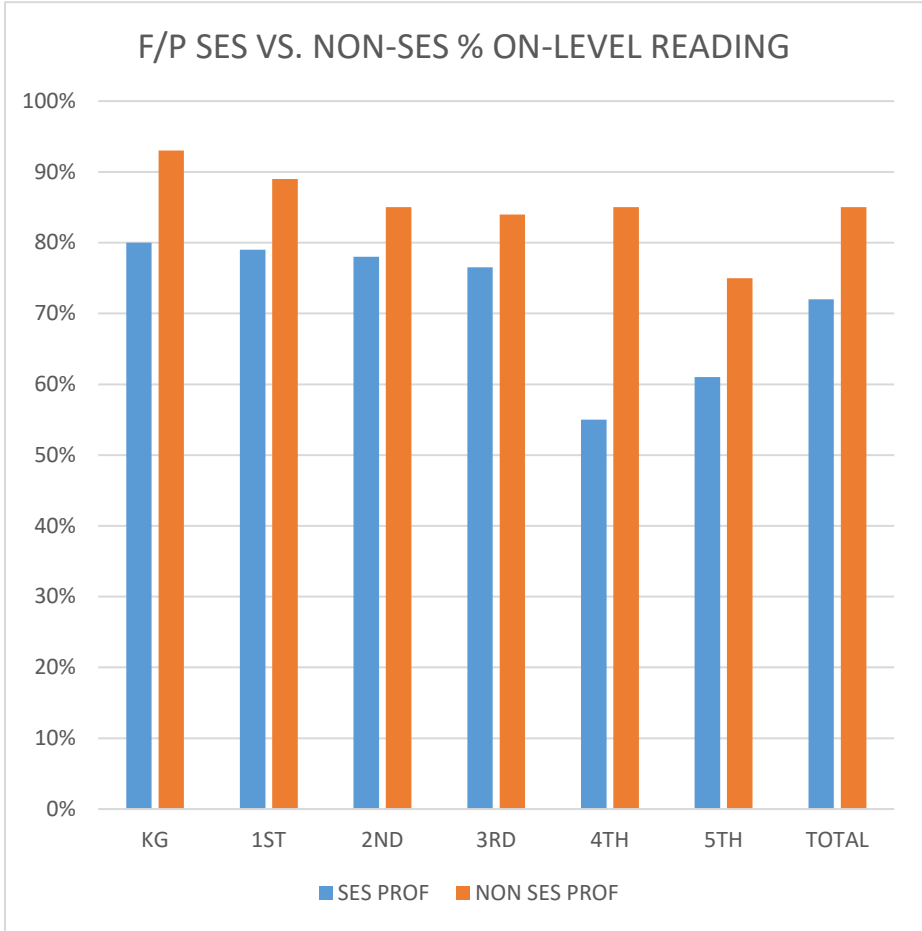
2024 IEP VS. NON-IEP INSTRUCTIONAL RDG LEVEL PROFICIENCY RATES



SPED INSTRUCTIONAL READING LEVEL PROFICIENCY RATES



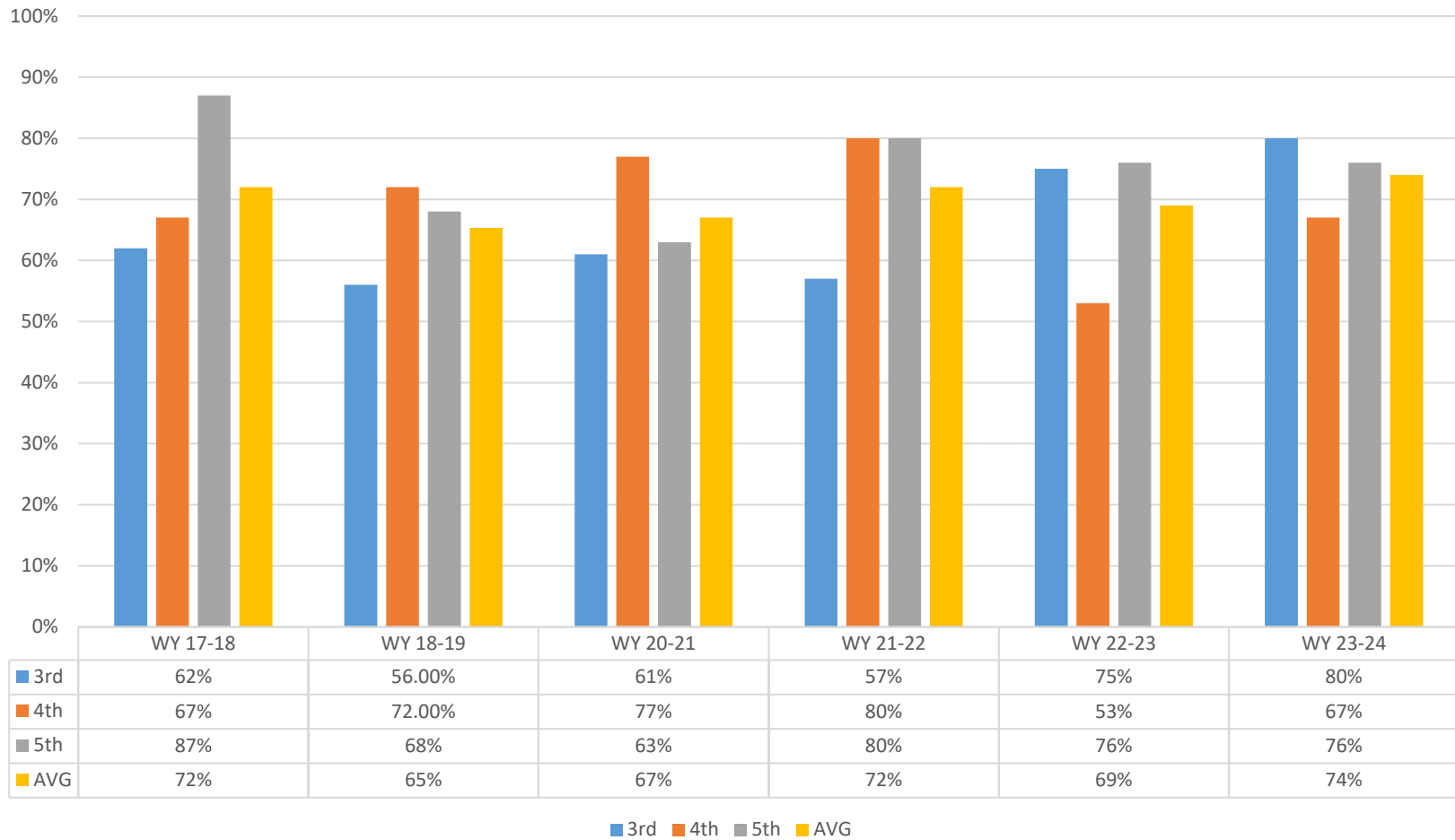
# WESTSIDE Elementary School: Reading Goal Review



\*77% of students who received Tier III Reading Recovery intervention in 1<sup>st</sup> grade from 2020-2023 demonstrated continued adequate growth in reading.

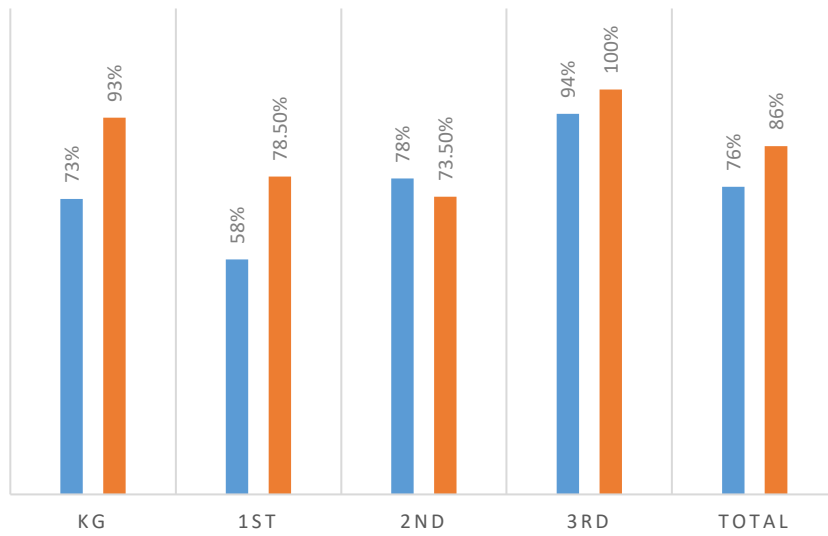
# WESTSIDE Elementary School: Reading Goal Review

WYTOPP ELA % PROFICIENT/ADVANCED 2017-2024

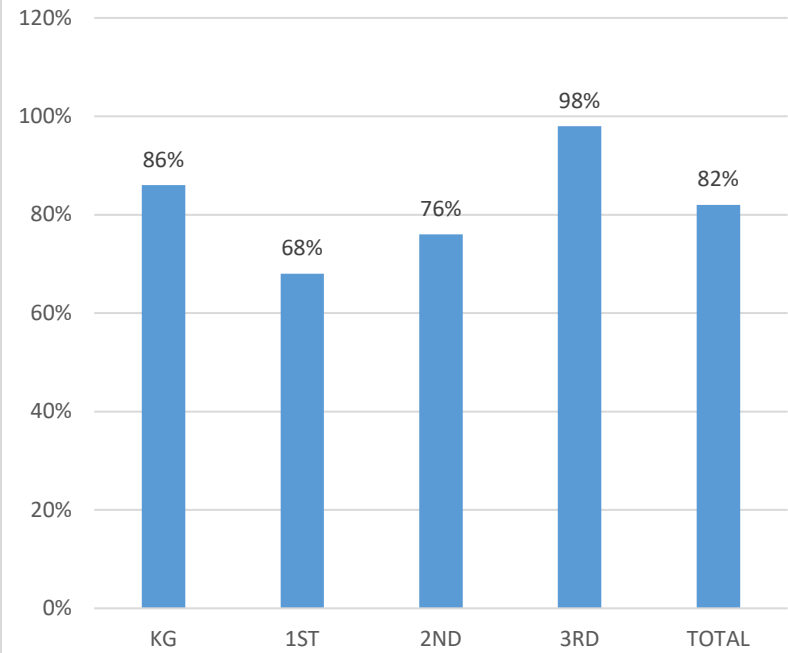


## DIBELS SES VS NON-SES % AT CORE

■ SES PROF ■ NON SES PROF



## DIBELS % AT CORE



# Stakeholder Survey Results

Parent, staff and student surveys were administered to assess Westside Elementary’s school climate. Key findings indicate:

Parent Satisfaction Survey Results (98 respondents) <i>*Needs identified in results with 5% or more disagreeing</i>	Response
<p>Students respect other students who are different than they are 64% agree/strongly agree, 13% disagree</p> <p>My student is treated with respect by other students 76% agree/strongly agree, 8% disagree</p>	<ul style="list-style-type: none"> <li>-We celebrate what we value with kindness awards every month in every classroom. Public praise and display of kindness superheroes.</li> <li>-Exemplar text read aloud of kindness theme</li> <li>-Random Acts of Kindness chain</li> <li>-Bucket Pals every month</li> <li>-Social/emotional learning lessons</li> <li>-5<sup>th</sup> grade Kindness Projects – “Empathy in Action”</li> <li>-Buddy Bench</li> </ul>
<p>My student feels challenged at school 88% agree/strongly agree, 5% disagree</p>	<ul style="list-style-type: none"> <li>-PLC question #4 – We offer extensions and enrichment groups based on unit by unit student outcomes.</li> <li>-Genius hour in 1<sup>st</sup> grade and electives in 5<sup>th</sup> grade</li> <li>-Extra curricular – Robotics and Chess Clubs (gr 3-5)</li> <li>-Computer Science – Coding and technology integrated projects (K-5)</li> </ul>

Student Satisfaction Survey Results (128 respondents) <i>*Needs identified in results with 9% or more disagreeing</i>	Response
<p>I am treated with respect by other students 52% agree/strong, 37% neutral, 11% disagree</p> <p>Students at my school respect other students who are different than they are: 61% agree/strong, 30% neutral, 9% disagree,</p> <p>Students at my school like me: 11% disagree</p>	<ul style="list-style-type: none"> <li>-We celebrate what we value with kindness awards every month in every classroom. Public praise and kindness superheroes.</li> <li>-Exemplar text read aloud of kindness theme</li> <li>-Random Acts of Kindness chain</li> <li>-Bucket Pals every month</li> <li>-Social/emotional learning lessons</li> <li>-5<sup>th</sup> grade Kindness Projects – “Empathy in Action”</li> <li>Buddy Bench</li> </ul>
<p>I feel challenged at my school 70% agree/strongly, 10% disagree, 20% neutral</p>	<ul style="list-style-type: none"> <li>-PLC question #4 – We offer extensions and enrichment groups based on unit by unit student outcomes.</li> <li>-Genius hour in 1<sup>st</sup> grade and electives in 5<sup>th</sup> grade</li> </ul>

	-Extra curricular – Robotics and Chess Clubs (gr 3-5) -Computer Science – Coding and technology integrated projects (K-5)
I work well when I work by myself: 15% disagree	-Gradual release of responsibility feedback to staff
When I use technology, I learn better: 17% disagree	-Evaluate time usage of technology and balance

Staff Satisfaction Survey Results (38 respondents)	Response
This school handles discipline problems fairly: 28% disagree	-Parent orientation topic of “Discipline with Dignity” -Review of Teach To’s and Absolutes -Consistent application of Absolutes/Discipline referrals with an emphasis on restorative practices
The school clearly communicates the consequences for breaking the rules: 28% disagree	-Parent orientation topic of “Discipline with Dignity” -Review of Teach To’s and Absolutes -Consistent application of Absolutes/Discipline referrals with an emphasis on restorative practices -Newsletter article on premises behind restorative practices
All adults at this school support and treat each other with respect: 31% disagree	-Revamped building commitments with all present and involved -Examined differences in perspectives and responses in potential conflict scenarios using an interactive continuum activity
All adults at this school treat students fairly: 18% disagree	-Revamped building commitments with all present and involved -Examined differences in perspectives and responses in potential conflict scenarios using an interactive continuum activity
Harassment/bullying is not a problem: 21% disagree	-Bullying prevention lessons K-5 -Consistent investigation and response to bullying reports
Disruptive student behavior is not a problem: 41% disagree	-CPI training -Restorative practices and discipline with dignity -Application of absolutes and student discipline policies -Love and Logic courses for parents
In our school student depression or mental health problems are not a problem: 44% disagree	-DESSA screening and MTSS system of responses including small group interventions, individual counseling, Tier 3 mental health counseling -Referrals to outside agencies for services and crisis intervention



# School Improvement Plan 2024-25

As a PLC, Westside Elementary will collaboratively engage in continuous improvement so as to achieve state benchmarks for “exceeding expectations” in achievement, growth, and equity” with a specific focus on growth.

1. Measures and Methods (Interventions): **Westside will continue to use and refine the PLC framework to drive continuous improvement of adults and students.** Aligns with PSCD1 Strategic Goal #1.2

Strategies	Resources	Evidence	Timeline	Progress Review
Collectively we will review <b>our vision, mission, and our commitments.</b> We will publish, display, and hold one another accountable to these across our school.	Staff Preservice	Preservice powerpoint Weekly Bulletin Publications of commitments School wide publications	By August 20,2024 Weekly	
The <b>PLC leadership team</b> will meet monthly to provide stakeholder input on the improvement plan, engage in collective inquiry around PLC practices, evaluate the improvement plan, assess PLC progress and system needs, and communicate with grade level/dept teams.	1x/month Wednesday Books Improvement plan	Agendas and minutes	Sept 2024-April 2025	
<b>Scheduled time to collaborate:</b> Building schedule allowing for at least one collaboration meeting/week and one planning meeting/week. Intervention flood schedule will provide ½ hr reading and ½ hr math. To include para-educators.	Specials schedule Recess schedule Flood schedule	Specials schedule Recess schedule Flood schedule All shared in “Schedules Folder”	August 2024	
<b>SMART Goals:</b> Individual certified staff members will develop “science fair” SMART goals that articulate a challenge, intervention, and results. Alignment w/ a building goal.	Collaboration Building Goals	Approved SMART goal (signed) Large group gallery walk/share out	Oct 15, 2024 May 2025	

<b>Collaborative Focus:</b> Each team will self-assess their PLC health by completing a questionnaire to guide PLC growth and goal.	Learning by Doing or Big Book of Tools Questionnaire	Results from each team.	By Oct 15, 2024	
<b>Collaborative Focus:</b> Each team will craft a team mission, commitments, and norms which they will use to support their health and guide their productivity each week.	PLC protocols from Big Book of Tools.	Published mission, commitments and norms. Table tents	August 23,2024	
<b>Collaborative Focus:</b> Grade level teams will collaborate weekly around set agenda items to include: -Norms review beginning and end -4 PLC questions: Unpacked essentials and pacing, common learning targets, common assessment, interventions, enrichments -Individual SMART goal /collective inquiry	Collective inquiry books Collaboration schedule Early release PD time	Agendas and minutes Essential/Target/CFA Pacing Maps Data analysis protocols Norms Group roles SMART goal	Sept. 3, 2024-May 2025	
<b>Collaborative Focus:</b> Pilot “15 day challenge” to guide 4 PLC question focus in grade 1 and 3	Copies of 15 day challenge. High Impact Teams conference	Collaboration minutes, pacing guides, data analysis protocols	Sept 2024-May 2025	
<b>High Leverage Instructional Practice:</b> All instructors will explicitly communicate lesson learning targets including the purpose and the success criteria in order to increase engagement, relevancy, and student ownership in learning process.	Learning target template. Career corners. Future-self portraits.	Posted targets & career corners. Observations	October 2024-May 2025	
<b>PLC #4 – Extensions:</b> Teams will collaborate to design extensions for at least two additional essential standards prior to the start of a unit using DOK levels, above curriculum resources, real-life applications. They will implement these with students demonstrating prof/mastery.	“The Big Book of Tools” – Extension templates AI resources, Tiered task cards Computer-based programs Games	Extension plans contained in PLC folder “Extensions”	Sept -April 2025	
<b>Collaborative Focus:</b> Vertical articulation collaboration will occur 3x/year with a focus on essentials, common formative assessments, instructional practices- Math & Science	Schedule on Building ER Fridays	Early Release PD Agendas Vertical Articulation Schedule	October 2024-April 2025	



<p><b>Results Orientation:</b> Grade level teams will collaborate and review student progress:</p> <ul style="list-style-type: none"> <li>-Math - using the data analysis protocols</li> <li>- Reading - using reading record data</li> <li>-Writing – using writing outcomes and data analysis protocols</li> </ul> <p>(at least 1x/month in regular PLC or SIT)  <i>These results will be used to form interventions AND enrichments during each unit.</i></p>	<p>Google PLC folder and spreadsheets  GR running records  Common assessments</p>	<p>Data analysis protocols  Reading Records  Writing Outcomes  Checklist/Rubrics</p>	<p>Sept-May 2025</p>	
<p><b>Results Orientation:</b> Pilot Branching Minds database to warehouse student outcomes and analyze response to instruction/interventions in SIT meetings (DIBELS, WYTOPP, iReady, DESSA, attendance)</p>	<p>WDE pilot, Upload of past year’s data, tech support, weekly onboarding sessions</p>	<p>Data reports, progress monitoring reports, demographic outcome reports</p>	<p>October 2024-May 2025</p>	
<p><b>Formative Feedback:</b> Teams will be provided formative feedback on their PLC question and collaborative focus and offered resources/tools to support their growth.</p>	<p>PLC Folder  PLC site monitoring tool/look fors  “The Big Book of Tools”</p>	<p>Digital feedback forms provided to teams</p>	<p>October-May 2025</p>	
<p><b>Professional Development:</b> Utilize /apply PLC High Impact Teams and Aaron Hansen “Heroes Within” professional learning – 15 day challenge, relevancy, team dynamics, PLC extensions, use of AI, subtraction strategies</p>	<p>District PD cycle and resources for formal PLC training</p>	<p>PD Agendas  Data analysis protocols/15 day challenge plans  Career corners in every classroom, Extensions</p>	<p>Sept 24-May 2025</p>	
<p><b>PD:</b> Learning walks to share and support growth of instructional practices and management.</p>	<p>Observational rate charts  Collaboration time</p>	<p>Reflection forms  Celebration emblems on doors</p>	<p>October 24-April 25</p>	
<p>PLC Celebration: Complete the Model PLC application.</p>	<p>Data charts, narratives, SIP, Solution Tree Support</p>	<p>Completed application</p>	<p>By October 25</p>	

2. Measures/Methods: ***We will study and implement high quality comprehensive and responsive literacy practices (reading and writing) so that more than 91% of our students are reading within the range of expected grade level instructional levels by spring 2025. (-1 level)*** Aligns with PSCD1 Strategic Goal #1.1

Strategies	Resources	Evidence	Timeline	Progress Review
Collectively Westside educators will review and make instructional, resource, pd, and leadership decisions in support of <b>our literacy values and vision.</b>	Pre-service F/P planning tool	Literacy Values & Vision Meeting agendas & minutes	Monthly	
<b>Benchmark Assessment: F/P BAS</b> will be administered in the fall (1-5), winter (all kg, below and on 1-5), spring (K-5). DIBELs 8 <sup>th</sup> Ed will be administered K-3 fall, winter, spring. (includes calibration training)	F/P BAS AT team 2 weeks in fall, 1 week in winter 2 weeks in spring	Instructional reading level reports for fall, winter, spring	Sept 2024 Jan 2025 May 2025	
<b>Literacy Leadership team</b> will reflect on all aspects of current literacy culture, leadership, assessment, and instruction to guide further improvements using the “Literacy Improvement Facilitation Tool” and surveying instructional time of each context	Leading for Literacy Book and tools	Collaboratively completed rubric – “Literacy Improvement Facilitation Tool” and improvement steps within this plan	By Nov 2025	
<b>Core Literacy Program:</b> We will develop readers and writers using the literacy contexts of: IRAs, Reading and Writing mini-lessons, Shared Reading, Guided reading groups, Book Clubs, Independent Reading, Word Study (3-5), Writing about reading, and Writers Workshop. *Pilot Kg Writing Mini-lessons & examine writing about reading sequence K-2.	Continuums Prompting Guides F/P Classroom Set materials Mini-lesson books Readers/Writers notebooks	Scope/Sequ pacing guides Lesson plans Collaboration Guided Group schedules and plans	Aug 2024-May 2025	
<b>Instruction:</b> Word study/Phonics: Haggerty (Kg), Foundations and sound walls at Kg-2 , and F/P word study in grades 3-5	Foundations materials	ESSR, curriculum	Sept-May 2025	
<b>Instruction &amp; Assessment:</b> Classroom teachers and reading interventionists will use The Literacy Continuum (link assessment to instruction) to	Literacy Continuums F/P IRAs, Mini-lessons, Guided Rdg, Shared Rdg,	Lesson plans PLC minutes	Aug-May 2025	

<i>observe, assess, plan and guide teaching reading in whole group, small group, and individually.</i>	Book Clubs, & classroom libraries			
<b>Instruction &amp; Assessment:</b> We will assess student writing 2x/year using the WYTOPP writing rubric (esp. elaboration/evidence).	Continuums – Cambium rubrics Blueprints	Vertically aligned 2-5 writing rubrics of expected outcomes. Data analysis protocols	Jan-April 2025	
<b>Instruction &amp; Assessment:</b> K-5 teachers will gather <b>formative assessment data</b> on their readers using running records (every student 1x/month and below level 2x/month) and use such information to inform groups, identify strategic action goals & differentiate. Data will be submitted into RR spreadsheet prior to monthly SIT.	Guided Reading Sets w/ running records IF refresher on RR	Running records spreadsheet KINOS/SIT mtg notes GR groups according to RR	Sept 2024-May 2025	
<b>Instruction &amp; Assessment:</b> Based on the alignment of strategic actions and ELA essentials, apply the 4 PLC questions to ELA. Assessing the ELA essentials in the literacy contexts	“Literacy in a PLC at Work”	Meeting minutes	Nov 2024-May2025	
<b>Assessment &amp; Intervention:</b> Assessment data will be analyzed using RR and the Continuum wheel in grade level PLCs and monthly SIT meetings to inform interventions and goals.	Running records from guided reading & LLI	KINOS/SIT data walk notes RR spreadsheet	Oct 2024-May 2025	
<b>Intervention:</b> Leveled Literacy Interventions will be provided to at-risk students during flood of grade levels by trained individuals	LLI orange, blue, green, red, and gold materials AT staff	LLI groups, schedules, reading records, GRPs	Sept 2024-May 2025	
<b>Intervention:</b> We will provide targeted phonics intervention based on benchmark assessments & screenings (Orton Gillingham)	OG Materials	KINOS notes w/ progress monitoring data	Sept 2024-May 2025	
<b>Intervention:</b> Reading Recovery in 1 <sup>st</sup> grade (8-10 students) and consultation with grade level teachers on responsive reading practices, guided reading, and tier 2 interventions.	Title I \$, RR library, device, word work tools	Reading Recovery assessments, lesson plans, schedule, outcomes	August 2024-May 2025	
<b>Intervention:</b> Orton Gillingham Training for Kg and 2 <sup>nd</sup> grade teacher to build capacity for this phonics intervention. Measure and compare outcomes to evaluate effectiveness	Special ed training resources/conferences	DIBELs outcomes, reading records, schedules/KINOS, OG growth rates	July 2024 and July 2025	

<b>Intervention:</b> Build Capacity of Phonics Interventions and expansion of RR practices through Early Literacy Certification (1 individual) coursework and application with two 1 <sup>st</sup> graders and reinforce w/ formerly trained staff.	Title I, ESSR, release time and sub coverage for weekly seminars	Observation surveys, lesson plans, schedule, student progress data	Sept 2024-May 2025	
<b>Continuous Improvement:</b> Conduct staff book study “Executive Skills/Reading Comprehension”	1 book/staff member K-5	Staff sign ins of book study collaboration meetings	Oct 2024-May 2025	
<b>Continuous Improvement:</b> Conduct learning walks/instructional rounds specific to literacy contexts	Posted schedules, emblems, notes	Observation rate charts	Jan 2025-May 2025	
<b>Continuous Improvement:</b> Build capacity and equity through guided reading training, calibration, and feedback – certified and paras	Instructional facilitator Release time & coverage	Attendance sign ins Training materials	Sept 2024	
<b>Continuous Improvement:</b> K-3 staff will participate in a literacy assessment training. DIBELS mClass.	Amplify trainers, handouts,ipads, ESSR	Contract and sign in sheets	August 2024	
<b>Continuous Improvement:</b> Share out of OG intervention practices	Early release PD, Title I teacher stipend	Collaboration agenda and sign in sheets	January 2025	
Maintain updated inventory of classroom library texts	Booksource, Scanner	Completed inventories	Sept-May 2025	
<b>Engagement &amp; Celebration:</b> Celebrate the joy of writing and reading through Young Authors and/or writing club, implementation of Bookopolis, monthly reading ribbons, home reading logs, Rotary prizes, and summer reading program.	NWC partnership WAEMP summer logs Rockstart Ribbons Young Author Coord, advertising & scoring	Monthly assemblies, summer reading report, Young Authors recognitions	By May 2025	
<b>Family Engagement:</b> In consultation with PTC, conduct at least one family literacy event w/ parent training.	PTC and Title I parent involvement funds	Advertising fliers, sign ins, and survey results	Oct 2025	
<b>Family Engagement:</b> Conduct a literacy campaign providing parents with research about literacy, resources, and reading routines at home.	Staff time and possible subscriptions	Newsletter in September and Jan/February (Read-a-thon)	February 2025	

3. Measures and Methods (Interventions): ***Through systematic application of high leverage PLC practices, we will increase the math achievement of our students as evidenced by at least 85% of students achieving proficiency/mastery on each essential standard contained with each unit assessment in every grade. (Baseline 3<sup>rd</sup>-5<sup>th</sup> 76% proficient/adv on WYTOPP, 44% of students are “advanced,” and >80% on essentials)***

Strategies	Resources	Evidence	Timeline	Progress Review
<b>Curriculum:</b> Unpack and define DOK levels for every essential math standard – aligned with WDE math performance standards.	“You Can Learn” “The Big Book of Tools” “Deconstructed Standards”, WDE Blueprints	Data analysis protocols, pacing guides, CFAs	By May 2025	
<b>Collaboration:</b> We will collaborate with our district colleagues in reviewing essentials and district common assessments, given the new WDE math performance standards	Early Out Friday PD	Agendas and minutes	By May 2025	
<b>Instruction:</b> Utilize common learning targets. What, why, and how?	Grade level common learning target publications	PLC minutes and pacing guides	Daily/Weekly	
<b>Curriculum/Extensions:</b> Design 2 extension activities for at least two additional essential standards -by DOK, above grade level, real-life application. “Begin with the high expectation”	The Big Book of Tools templates, Deconstructed standards, AI resources	PLC Extension folder upload extension plans or tiered tasks	By April 2025	
<b>Curriculum/Extensions:</b> Implement the use of tiered tasks by DOK level for every essential standard (continue in 5 <sup>th</sup> , pilot in 2 <sup>nd</sup> gr)	PLC High Impact Teams tools	Tiered task cards for each math essential	Unit by unit by May 2025	
<b>Assessment:</b> Review/revise common formative assessments by DOK level of essentials to design effective interventions and responses, given new math performance standards.	Deconstructed standards Essentials	Common assessments PLC agendas	Dec 2025-May 2025	
<b>Data Analysis:</b> Using data analysis protocols, teams will analyze common formatives and essential items on unit assessments to inform interventions and enrichments. Upload into PLC folder.	Data analysis protocols	Protocols uploaded into PLC shared folders	Sept 2024-May 2025	

<b>Intervention/Instruction:</b> Based on assessment results, teams will identify effective practices, error patterns, effective interventions AND provide intervention. Re-assess for proficiency.	Data analysis protocols	Protocols uploaded into PLC shared folders	Sept 2024-May 2025	
<b>Curriculum/Differentiation:</b> Supplement Bridges core with adaptive computer-based practices and closely monitor student progress. Evaluate effectiveness.	IXL, iReady, Reflex, ExtraMath, Happy Numbers (K & 2) Facts and Fracs (3-5)	Lesson Plans Student progress reports	Aug 2024-May 2025	
<b>Family Engagement:</b> Conduct family math night in collaboration with PTC	Math games/activities Title I budget, advertising	Newsletter ads, fliers, signs	Jan 2024	

4. Measures and Methods: ***Based on disciplinary, REFOCUS, and DESSA data, a multi-tiered system of supports (MTSS) will be implemented to address social and behavioral needs that impact academic performance. As reasoned by:***

- ***50% of students identified in the DESSA as “typical” will increase to “strength”***
- ***50% of students identified in the DESSA as “need” will increase to “typical”***
- ***Decrease of REFOCUSES from August – April***
- ***Decrease of disciplinary referrals from August – April***

Strategies	Resources	Evidence	Timeline	Progress Review
MTSS/ PBIS Leadership team will convene 1x/ month	Counselor to coordinate committee.	Agendas/ minutes/ sign in sheet	September – May	
Tier-1: Provide 8-9 sessions/ classroom guidance lessons utilizing Second Step/ Zones of Regulation: K-2 foundation lessons (Zones of Regulation/ Problem Sizes & Reaction Sizes); Weekly KG SEL lessons using “Emotion ABC’s” ; Utilization of classroom restorative circles	Second Step Emotion ABC’s Scope/ Sequence Schedule	Scope/ Sequence Lesson plans DESSA outcomes	K-2 September & January – March 3-5 October - November	

<p>Offer various student leadership opportunities and service projects including Student Council, Student Ambassadors, &amp; curriculum-embedded projects.</p>	<p>Counselor, Student Council Advisors, Student Ambassadors, Activity Accounts</p>	<p>Meeting agendas &amp; minutes Keys of Excellence videos Student Ambassador volunteer sign-up sheet</p>	<p>September - May</p>	
<p>Tier-1: Research &amp; pilot restorative practices:  -Classroom commitments as anchor for classroom social/ behavioral shared expectations  -Utilize “First Five” to build connections  -<a href="#">Westside MTSS Pyramid</a> reference to guide BIT meetings &amp; referrals  -<a href="#">Westside Behavior Intervention Flowchart</a> to clarify disciplinary responses amongst staff  -Time to Teach book study to answer and clarify additional questions amongst staff regarding Time to Teach procedures and best practices</p>	<p>Implement restorative practices  Skill based re-teaches for REFOCUS/ disciplinary referrals  Classroom restorative circles  “First Five” subscriptions  <a href="#">Westside MTSS Pyramid</a>  <a href="#">Westside Behavior Intervention Flowchart</a></p>	<p>Class commitments  Time to Teach booklets  <a href="#">Westside MTSS Pyramid</a>  <a href="#">Westside Behavior Intervention Flowchart</a></p>	<p>By September 22<sup>nd</sup>  Weekly August – May</p>	
<p>Tier-1: Complete <a href="#">Tiered Fidelity Inventory (TFI)</a> to identify strengths/ future needs regarding Westside’s MTSS tiered supports, pyramid, and behavioral response flowchart</p>	<p><a href="#">Tiered Fidelity Inventory (TFI)</a></p>	<p>Completed TFI scoring rubric and plan of action</p>	<p>October – April</p>	

Tier-2: Analyze monthly REFOCUS data and DESSA outcomes to inform Tier-2 & Tier-3 services, skill based re-teaches, & progress monitoring/ groups	Refocus data summarized in spreadsheets 1-2 skill based re-teaches per month	Monthly meeting minutes & data review	October – May	
Tier-2: Partner with Foster Grandparent Program, BB/BS, & Panther Pals to offer students mentoring supports	BB/BS Coordinator Panther Pals communication & coordination with H.S. Foster Grandparent coordination & contracts/ schedules	BB/BS & Panther Pals schedules Daily schedule & timesheets	September – May	
Tier-3: Collaborate with SAMSHA grant mental health agencies and providers to offer mental health counseling to school-referred students	Referral process SAMSHA grant	Meeting minutes from monthly case reviews during site-based visits/ mental health committee	1x/ month	