

Western Trails School Improvement Plan 2023-24

Data Analysis Our Building Leadership Team reviewed the following data and identified our celebrations, as well as our opportunities for improvement.

Data Sources: [WT Historical Data](#)

iReady
2022-2023 winter and spring benchmark assessment data, 2023-2024 fall, winter, and spring benchmark assessment data

ECRISS
2022-2023 ECRA winter and spring growth and benchmark data, 2023-2024 fall, winter, and spring growth and benchmark data

Satisfaction Survey:
2022-2023 Satisfaction survey results

Celebrations:

1. According to the 2023 Spring iReady math report, Western Trails students who performed one or more grade levels below improved from 85% in the fall to 45% in the spring.
2. The spring 2023 ECRA ELA report indicated 88% of Western Trails students identified as low income showed expected or higher than expected growth and 88% of the Western Trails students identified as black showed expected or higher than expected growth.
3. During the 2022-2023 school year, Western Trails students 1 or more grade level below in the domain of numbers and operations improved from 82% to 39%, showing a 43% decrease.

Opportunities for Improvement:

1. According to the 2023 fall iReady math assessment, 84% of Western Trails students performed one grade level below or more with 27% two or more grade levels below.
2. 2022-2023 satisfaction survey results show that 46.76% of Western Trails students agree that "Gossip is a serious problem at my school."
3. According to the Fall 2023 ECRA Mathematics Growth Summary, students identified as "Other" had a growth of -0.78.

Student Performance Target Goals

1. Greater than 84% of students will demonstrate expected or higher than expected growth in All Subjects (ELA, Reading and Math) according to the ECRA Overall Growth Summary.
2. Outperform our IAR projected proficiency target identified in the ECRA Spring IAR Projected Proficiency Report.
3. On the District Strategic Plan Survey, at least 75% of students will agree or strongly agree that their social and emotional needs are being addressed.

Improvement Theory: Western Trails believes that if we implement the following strategies, our students will show growth both academically and socially emotionally. First, when we provide targeted instruction in mathematics, by Spring of 2024, the number of our students meeting grade level standards and/or their projected growth as measured by iReady data, will increase. Additionally, we feel it is important for all students to have an awareness of adult support available in the building. Therefore, our Western Trails student services team will provide intentional lessons in the classroom allowing students to build relationships with the team and learn strategies to improve their individual social emotional skills.

Current Status and Next steps

Current Status

1. Focus areas for 2023-2024 school year
 - a. An additional 10 minutes included in master schedule during math instruction
 - a. Weekly social worker and school psychologist meetings with administration to discuss student concerns and possible lessons in the classrooms

Next Steps

1. Continue target time
 - a. Provide targeted math instruction focusing on prerequisite skills. This will be at least 10 minutes, 5 days a

week.

- b. Review 2023 fall iReady mathematics data to determine students performing 1 or more grade levels below and review the CCSS performance report to determine lagging skills in specific standards.
 - c. Administration will meet with grade level teams monthly to review student data and instructional strategies being implemented. This will also take place following the winter and spring benchmark
 - d. Continued professional development for teachers involving mathematical instructional practices, particularly those during small groups, identifying standards needing focus and intentional student groupings.
2. Intentional social emotional support provided consistently by our student services team in the classrooms
- a. Western Trails student services team will push into classrooms at a minimum of one time per month to provide targeted social emotional lessons
 - b. Staff will discuss topics including but not limited to gossiping, inclusivity, acceptance, respect, responsibility and kindness.