



24-25 School Level Improvement Plan

School Name: Westside	LEA #: 0405036	Building Principal: Sarah Henry
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District Goals:

All schools will meet their individual building goals focused on weighted achievement, growth, 3rd grade reading, post-secondary readiness, and graduation rate as measured by summative assessments.

Comprehensive Needs Assessment

Areas of Strength:

- iReady Literacy: School-wide, 45% of Westside students are on grade level in Reading. Westside made big jumps in Kindergarten, 1st grade, and 2nd grade over the course of this school year. Our Kindergarteners went from 28% on grade level to 64% on grade level. Our first graders went from 18% to 35% on grade level. Finally, our second graders went from 20% to 41% on grade level.
- iReady Math: 17% of the students at Westside started the year on grade level. That number went up at the next diagnostic in January to 41%. Kindergarten grew from 16% on level to 61% on grade level at the next assessment. All grade levels increased the number of students making it to the proficient mark by 15% or more.
- 3rd Q Benchmark Data in Math: In 5th grade, students had correct answers 66% of the time on the Benchmark Assessment. In 2nd grade, 70% of students were proficient on all assessed standards. In 1st grade, 50% of our students were proficient with the assessed problem types.

Areas of Improvement:

- Based on our school's overall iReady data, literacy is the greatest need across all grade levels. 47% of K-5 students are ready, on or above grade level. We will have an increased focus in vocabulary and reading comprehension moving forward. Quarterly Benchmark Data in Math revealed that Westside fell behind the district in several areas in the 2nd and 3rd quarters. The same was true of 3rd grade. We will use the PLC process to have a targeted focus moving forward with the essential standards in each of these grade levels.

Building Goal: By the end of the 24-25 school year, Westside's weighted achievement percentile rank will meet or exceed 70%.

Action Steps <i>(What action steps do we think will generate improvement?)</i>	Evidence <i>(What evidence will we use to measure progress?)</i>	Timeline <i>(What is an appropriate timeline for each of the action steps?)</i>
Reading: Students will track their data towards proficiency on all grade level essential standards.	Common formative assessments Student Data Notebooks	Ongoing
Math: Students will receive explicit instruction in fact fluency to meet grade level expectations and areas of need.	Students will be assessed with a baseline fact fluency assessment at the start of the year. They will be progress monitored throughout the year. They will be reassessed at the end of the year.	Ongoing

Building Goal: By the end of the 24-25 school year, Westside’s ELA value added growth percentile rank will meet or exceed 72%.

Action Steps	Evidence	Timeline
Reading: Students will track their data towards proficiency on all grade level essential standards.	Common formative assessments Student Data Notebooks	Ongoing
Reading: Teachers will use current foundational reading data to form groups for explicit reading small group reading instruction.	Progress Monitoring Data	Ongoing

Building Goal: By the end of the 24-25 school year, 70% of Westside third grade students will meet or exceed Dibels Oral Reading Fluency Words Correct and Accuracy cut scores.

Action Steps	Evidence	Timeline
Reading: Teachers will use current foundational reading data to form groups for explicit reading small group reading instruction.	Progress Monitoring Data	Ongoing

Parent & Family Engagement Plan (Link)

[Literacy Plan \(Link\)](#)

Health & Wellness Priority: RPS supports providing physical activities, nutrition education and a healthy school environment that promotes student wellness. The schools will follow all state and federal laws regarding student health, nutrition and wellness and the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. RPS has a district health and wellness committee that meets quarterly. Each school has a wellness committee that annually creates goals and actions centered on nutrition, physical activity, and professional development for staff. Schools measure progress made in attaining the goals in the local wellness policy using BMI data, SHI, and SLIPs.

Evaluation Process: Each school will conduct quarterly evaluations of its School Level Improvement Plan to monitor progress and adjust actions as needed. Additionally, each school will host an annual spring stakeholder meeting to assess its plan's overall effectiveness and inform necessary revisions for the upcoming school year. This review, involving various stakeholders, will include a thorough examination of goals, action steps, and comprehensive data analysis.