

- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility



Marietta
city schools
A Georgia Charter System

School Improvement Plan

School
Name

West Side Elementary School

School
Year

2024-2025

Members



Christina Wagoner, Principal

Carla Adkison, Assistant Principal

Lindsay Williams, Assistant Principal

Laura Kraus, School Improvement
Specialist

Emily Hulbert, TSS

Katy Eason, Instructional Coach

T'Shunta Rambert, Counselor

Carrie Woityra, Counselor

Morgan Carden, Kindergarten Team Lead

Carrie Reeser, 1st Grade Lead

Members



Garrett Hunter, 2nd Grade Team Lead

Catherine Bruner, 4th Grade Team Lead

Kristen Moore, Specialist Team Lead

Michelle Burns, Gifted Coordinator

Laura Moseley, Media Specialist

Laura Young, 3rd Grade Team Lead

Jordy Bagwell, 5th Grade Team Lead

Erin Compton, MTSS Coordinator

Denise Herman, Gifted Coordinator

Anna Beaman, MILE Teacher

Members



SGT Team Members

Mary Claire Porter, Reading Specialist

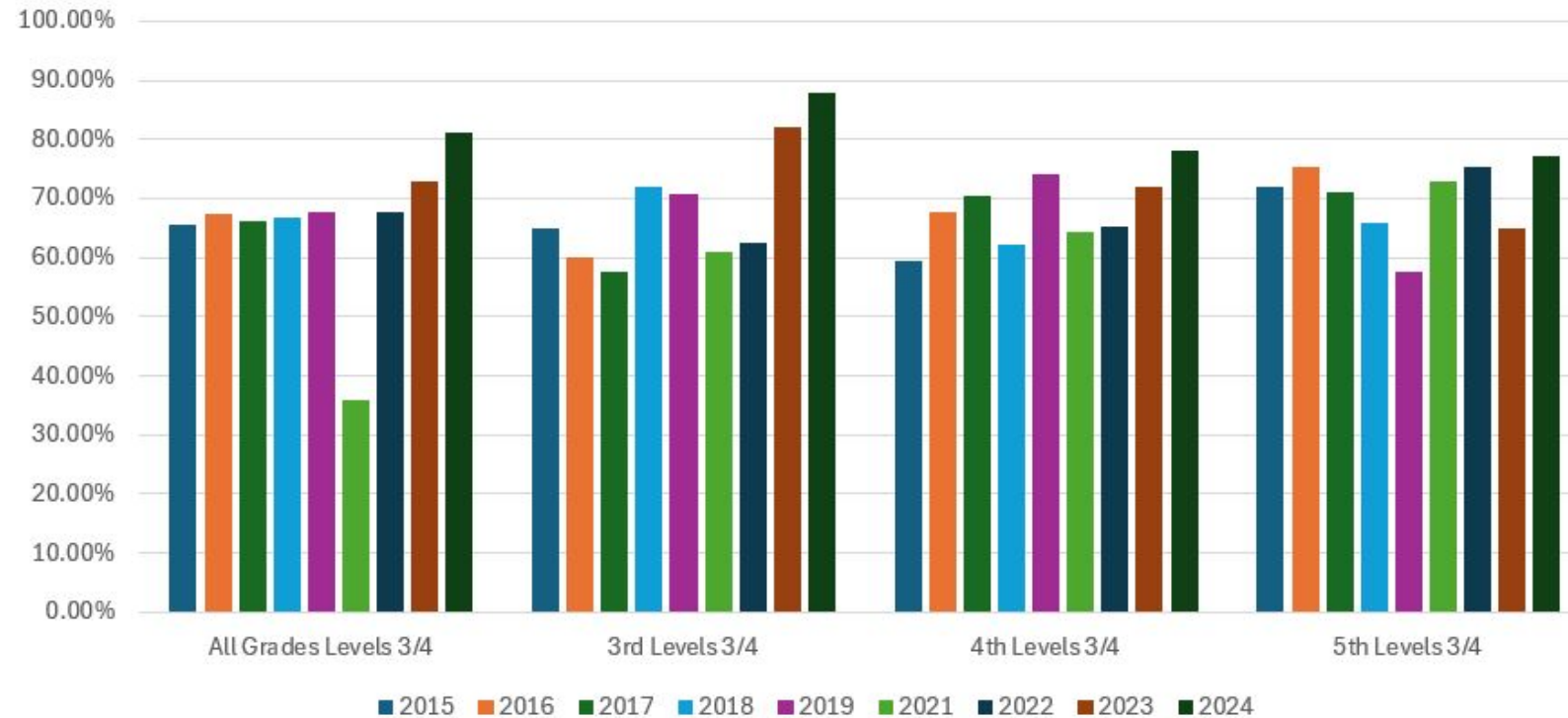
Needs Assessment Reading/ELA

ELA	Total # of Students	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Black	27	18.50%	22%	55.60%	3.70%
Hispanic	11	0	36.40%	27%	36%
White	183	2.70%	12%	39%	46%
Multi	19	0	31.50%	53%	16%
SWD	29	27%	35%	24%	14%

ELA	Total # of Students	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Black	27	5	18.50%	6	22%	15	55.60%	1	3.70%
Hispanic	11	0	0	4	36.40%	3	27%	4	36%
White	183	5	2.7	22	12	71	39	85	46
Multi	19	0	0	6	31.5	10	53	3	16
SWD	29	8	27%	10	35%	7	24%	4	14%

Needs Assessment Reading Historical EOG

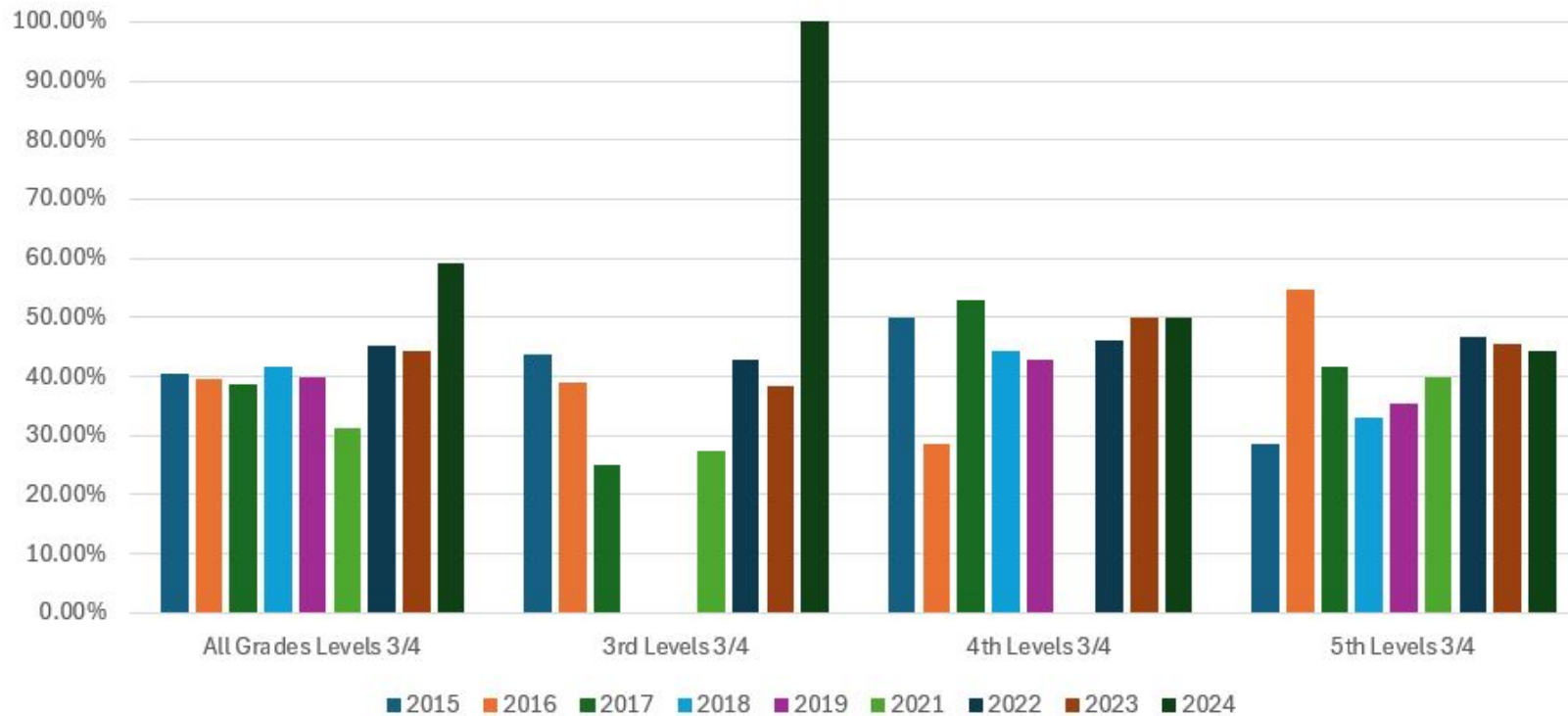
ELA EOG All Students Levels 3/4



Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades Levels 3/4	65.40%	67.30%	66.20%	66.70%	67.60%	35.80%	67.80%	73%	81.00%
3rd Levels 3/4	65%	60%	57.50%	72%	70.70%	60.90%	62.50%	82%	88.00%
4th Levels 3/4	59.40%	67.60%	70.40%	62.10%	74.10%	64.20%	65.20%	72%	78.00%
5th Levels 3/4	71.90%	75.40%	71%	65.70%	57.50%	72.90%	75.40%	65%	77.20%

Needs Assessment Reading Historical EOG

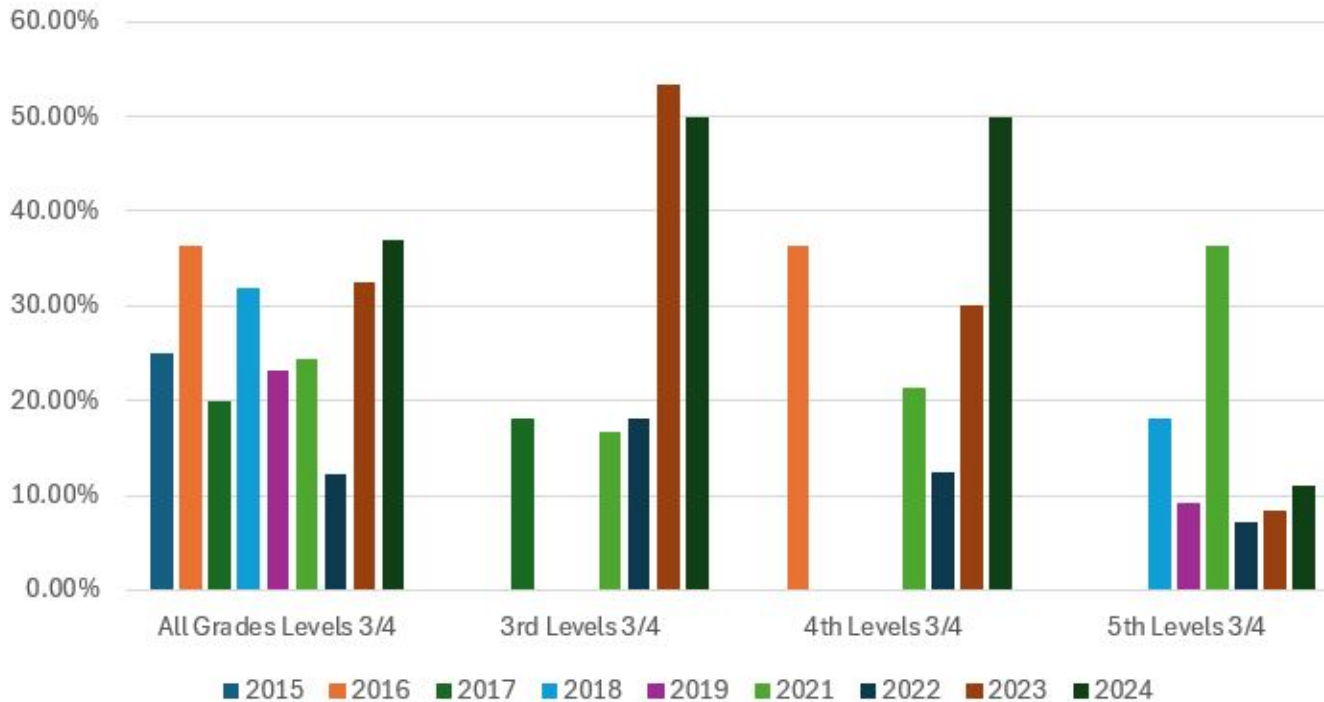
ELA EOG Black/African American Students



Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades	40.40%	39.60%	38.80%	41.70%	40.00%	31.40%	45.20%	44%	59.20%
3rd Levels	44%	39%	25.00%	0%	0.00%	27.30%	42.90%	39%	100.00%
4th Levels	50.00%	28.60%	52.90%	44.40%	42.80%	0.00%	46.20%	50%	50.00%
5th Levels	28.60%	54.60%	42%	33.00%	35.30%	40.00%	46.70%	46%	44.40%

Needs Assessment Reading Historical EOG

EOG ELA SWD Scores



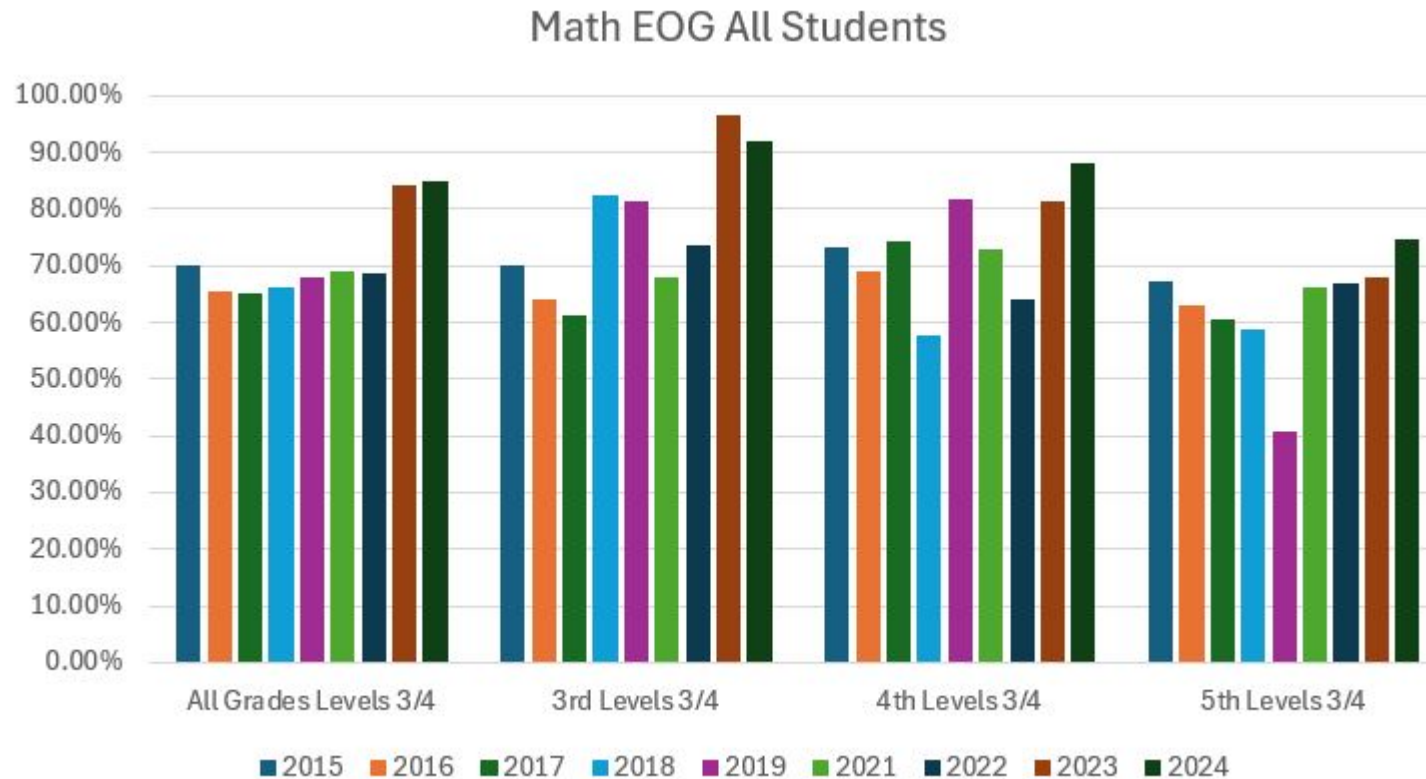
Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades	25.00%	36.40%	20.00%	31.80%	23.10%	24.30%	12.20%	32%	37.00%
3rd Levels	0%	0%	18.20%	0%	0.00%	16.70%	18.20%	53%	50.00%
4th Levels	0.00%	36.40%	0.00%	0.00%	0.00%	21.40%	12.50%	30%	50.00%
5th Levels	0.00%	0.00%	0%	18.20%	9.10%	36.40%	7.10%	8%	11.00%

Needs Assessment Math

Math	Total # of Students	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Black	27	22.00%	30%	29.60%	18.50%
Hispanic	11	9%	9.00%	36%	45%
White	183	1%	9%	33.90%	55.70%
Multi	19	0	5.20%	63.20%	31.60%
SWD	29	24%	17%	31%	28%

Math	Total # of Students	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Black	27	6	22.00%	8	30%	8	29.60%	5	18.50%
Hispanic	11	1	9%	1	9.00%	4	36%	5	45%
White	183	2	1%	17	9%	62	33.90%	102	55.70%
Multi	19	0	0	1	5.20%	12	63.20%	6	31.60%
SWD	29	7	24%	5	17%	9	31%	8	28%

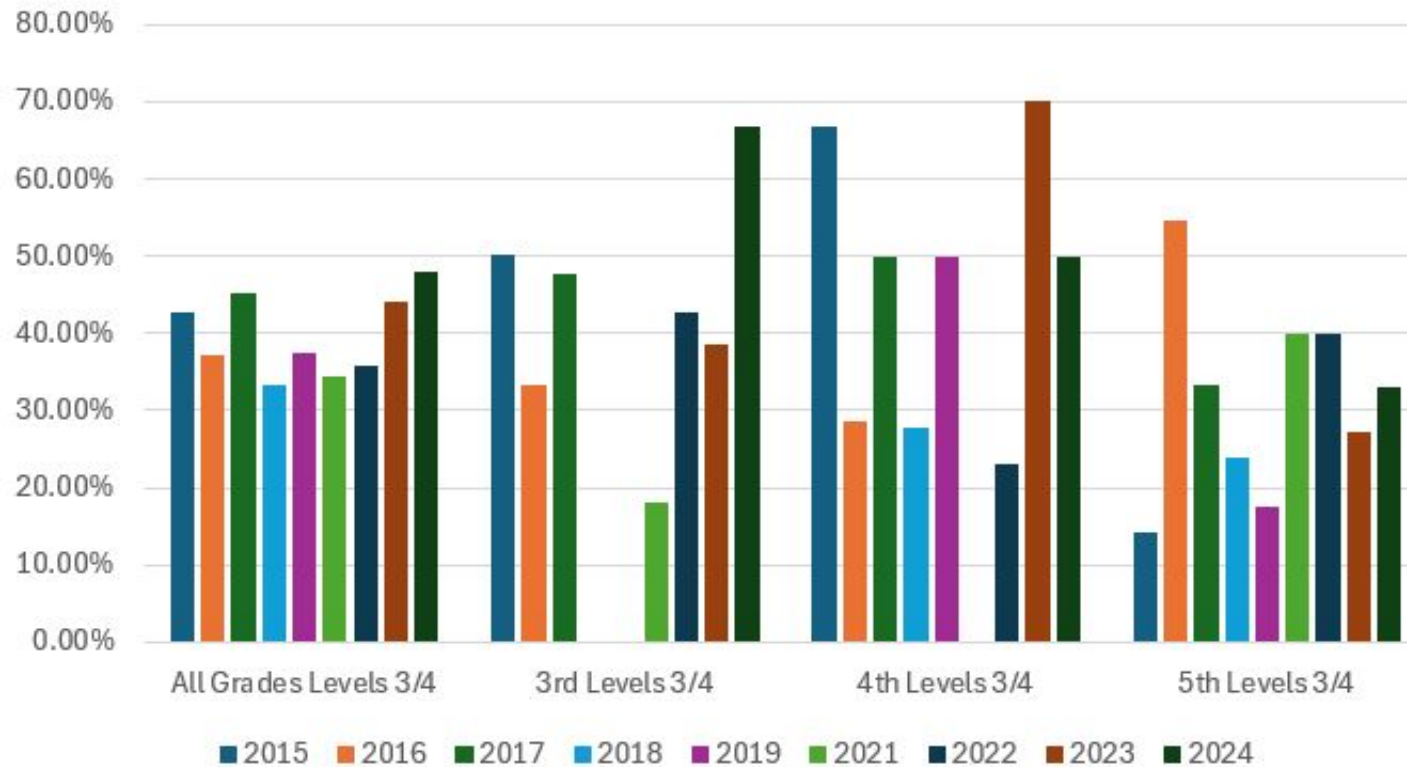
Needs Assessment Math Historical EOG



Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades	70.10%	65.40%	65.30%	66.20%	68.00%	68.90%	68.60%	84%	84.80%
3rd Levels	70%	64%	61.30%	82%	81.30%	67.80%	73.60%	97%	92.00%
4th Levels	73.10%	68.90%	74.30%	57.60%	81.60%	72.80%	64.00%	81%	88.00%
5th Levels	67.20%	63.10%	61%	58.90%	40.60%	66.20%	67.00%	68%	74.60%

Needs Assessment Math Historical EOG

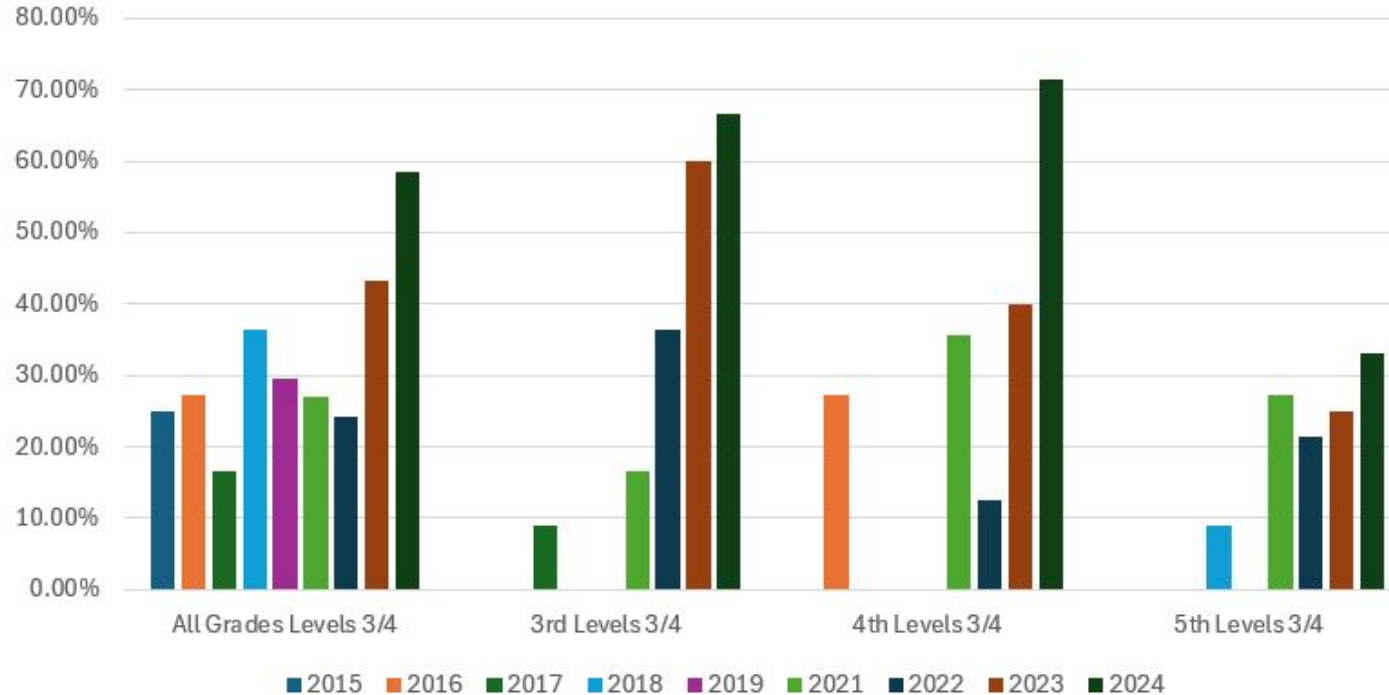
Math EOG Black/African American Students



Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades	42.80%	37.20%	45.10%	33.30%	37.50%	34.30%	35.70%	44%	48.00%
3rd Levels	50%	33%	47.60%	0%	0.00%	18.20%	42.80%	39%	66.70%
4th Levels	66.70%	28.50%	50.00%	27.80%	50.00%	0.00%	23.10%	70%	50.00%
5th Levels	14.30%	54.60%	33%	23.80%	17.60%	40.00%	40.00%	27%	33.00%

Needs Assessment Math Historical EOG

Math EOG SWD



Year	2015	2016	2017	2018	2019	2021	2022	2023	2024
All Grades	25.00%	27.30%	16.70%	36.30%	30%	27%	24.20%	43.20%	58.60%
3rd Levels	0.00%	0.00%	9%	0%	0.00%	16.70%	36%	60%	66.70%
4th Levels	0.00%	27%	0.00%	0.00%	0.00%	35.70%	12.50%	40%	71.40%
5th Levels	0.00%	0.00%	0%	9.10%	0.00%	27.30%	21.40%	25%	33.00%

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district’s diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

3rd-5th Grade English Language Arts
By end of SY 24/25 the percentage of 3rd-5th graders demonstrating Distinguished or Proficient levels of performance will increase from 81% to 85% as measured by ELA EOG.

3rd-5th Grade Mathematics
By end of SY 24/25 the percentage of 3rd-5th graders demonstrating Distinguished or Proficient levels of performance will increase from 84% to 87% as measured by Math EOG.

Culture of Learning
Increase opportunities for staff to engage in job-embedded professional development to support student achievement

There’s no place like West Side!
Increase the percentage of families and students who would recommend West Side Elementary School for the complete K-5th grade experience

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment

Initiatives: What will we do to achieve success?

Structured Literacy Framework
Support structured literacy instructional framework that helps students become skilled and proficient readers through word recognition (phonics/morphology) and language comprehension (Wit & Wisdom).

Math Framework
Support math instructional framework that helps students build the computational and conceptual skills needed to solve complex problems

Culture of Learning
Refine current practices for PLCs, improving effectiveness and impact on student achievement; Provide increased PD with on-site gifted endorsement, ½-day planning, and intervention for ELs.

There’s no place like West Side!
Provide stakeholders academic and social experiences from the perspective of a West Side Student

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment

Improved Processes
Improve processes for collecting funds
Increased allotments in EIP and Gifted, based on FTE earnings. Additional allotments to be used for innovation and intervention personnel.

**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when
(student groups)?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look if
we provide opportunities for all
children (student groups)?**

**Structured Literacy
Framework**

Support structured literacy in reading providing adequate instructional time to address these areas of literacy - oral language, phonological awareness, phonics, fluency/syntax, comprehension, vocabulary, and writing.

- K-3: 30 mins phonics; 75 mins reading/writing
- 4-5: 10 mins morphology; 75 mins reading/writing

All students receive daily (K-3= 30 minute; 4-5= 20 minute) small group reading instruction that is phonics skills-based, comprehension focused, and explicit writing instruction (TWR) based on student need (STEPS).

- K-3 Intervention: 60 mins. small group instruction daily.
- 4-5 Intervention: 50 mins. small group instruction daily.

Align evidence based interventions to students served in intervention groups (95% Group, Wilson Reading System, MindPlay, Repeated Reading, Incremental Rehearsal HFW, IXL).

Implementation of diagnostic reading assessment three times annually in K-5.

Classroom observations show consistent use of components of structured literacy (WS Phonics Scope & Sequence, Wit & Wisdom Modules, STEPS, repeated readings, Heggerty, Morphology decks).

Students demonstrate growth on assessments, including MAP, LDAs, mid-point ORF check, and writing assessments.

K-2nd grade students show positive progress on Cox Campus phonics skills assessment.

Students participating in intervention programs make at least 1.5 years growth, as measured by Lexile reading levels and/or progress monitoring (MTSS).

3rd-5th Grade English Language Arts

85% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Student Group Achievement Targets:
Economically Disadvantaged – **Pending Data**

Students with Disabilities – 37% → TBD
Black Students – 59% → TBD
*awaiting DOE targets

**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

Implement 90 minute math framework, with a focus on consistent small group instruction and common formative assessment (K-5: 40 min whole group; 60 min small group).

Provide all students with guaranteed curriculum by leveraging Savvas, Math in Practice, MCS unit planners, Math by the Book, and DOE framework tasks.

Implementation of math assessment systems in K-5, using Performance Matters, to monitor student mastery of grade level standards.

Align evidence-based interventions and personnel to support students performing below grade level (Intervention/SWD: GA Numeracy Project, CRA Model).

Utilize digital programs to provide supplementary instruction to address individual learning needs (IXL, Beast Academy).

Classroom observations show consistent use of math framework components, as well as use of curriculum materials (STEPS, Savvas, MIP, MCS unit planners, DOE tasks, Hands on Equations specific to AC).

Students demonstrate growth on assessments, including MAP and grade level common assessments.

3rd-5th Grade Mathematics

86% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Student Group Achievement Targets:
Economically Disadvantaged – **Awaiting Data**

Students with Disabilities – 58.6% → TBD
Black Students – 48% → TBD
*awaiting DOE targets

Math Framework

Outcomes/Goals: What will success look like for our schools?

3rd-5th Grade ELA
85% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG



81% of students demonstrated Distinguished or Proficient Levels of Performance on SY24 ELA EOG.
Student Group Achievement Met:
Economically Disadvantaged: 66%
Students with Disabilities 37%
Black Students 59%

94% of 3rd-5th grade students are reading on/above grade level, as measured by ELA EOG Lexile.

K-5th Grade students demonstrated significant growth, as measured by Spring MAP Growth.

Percent of students meeting/exceeding growth projection

Kindergarten	53%	3rd Grade	92%
1st Grade	82%	4th Grade	92%
2nd Grade	87%	5th Grade	91%



Continue implementation of science of reading and structured literacy across all classrooms, K-5th grade.

Extend science of reading training to teachers in 4th-5th grade.

Implement reading/writing adoption, Wit & Wisdom.

Continue implementation of daily small group reading for all students, assigned by skill need. Time allotted to small group based on student need (30-90 minutes).

Continue implementation of literacy diagnostic assessments.

Address areas of under achievement for SWD and Black students.



Prepare every student for college and career success.

3rd-5th Grade Mathematics
87% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG



85% of students demonstrated Distinguished or Proficient Levels of Performance on Math EOG.

Student Group Achievement Met:
Economically Disadvantaged 64%
Students with Disabilities 58.6%
Black Students 48%

K-4th Grade students demonstrated significant growth, as measured by Spring MAP Growth.

Percent of students meeting/exceeding growth projection

Kindergarten	88%	3rd Grade	82%
1st Grade	87%	4th Grade	60%
2nd Grade	78%		



Continue implementation math workshop, with a focus on small group instruction formative assessment.

Maintain schedule to provide adequate instructional time for teaching all components of a balanced math framework.

Continue implementation of quarterly math assessment systems to monitor student mastery of grade level standards.

Continue implementation of advanced content math courses, and daily math intervention support for students not making progress.

Initiatives:
What will we
do to achieve
success?

Critical actions: What major actions
will we complete and by when
(student groups)?

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

Culture of Learning



Develop highly effective PLCs, aligning the work of each grade level with curriculum, instruction, and assessment practices that support student achievement initiatives, specifically those that address the Science of Reading (TWR, Wit & Wisdom, Morphology).

Leverage partnership with SOR Facilitator to support teacher professional knowledge and instructional practices to align classrooms with the Science of Reading. District ELA Coordinator provide W&W implementation support to Literacy Leadership Team.

Provide focused supports in SOR in K-3rd grade and Wit & Wisdom implementation in 4th/5th grade.

Leverage teacher leadership team (SOR, LLT & MLT) to build collaboration and vertical instructional commitments in reading/writing and math.

Provide opportunities for staff to seek gifted endorsement.

Provide opportunities for staff to complete the Dyslexia Endorsement, Marilyn Zercher Multisensory Math.

Implement regular intentional coaching rounds using LJFA walkthrough data.

Trauma-Informed School training for selected staff to support student learning

Teachers actively engaged in PLCs and evidence of learning is transferred to instruction. Classroom observations show consistent implementation of instructional strategies taught and modeled by school-based coaching staff.

Teacher Leaders (SOR, LLT, MLT) actively participate and facilitate the implementation of instructional commitments across the school.

4th/5th Grade staff complete Cox Campus Structured Literacy Modules and actively participate in SOR Coaching Cycles.

Continue to increase the number of gifted endorsed teachers.

Staff complete Dyslexia Endorsement and Multisensory Math Course.

Evidence of completed instructional walks and coaching cycles.

Evidence of completed Trauma Training in July 2024.

Culture of Learning
Increase opportunities for staff to engage in job-embedded professional development to support student achievement



HUMAN RESOURCES

**Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.**

Outcomes/Goals: What will success look like for our schools?

Culture of Learning

Increase opportunities for staff to engage in job-embedded professional development to support student achievement



HUMAN CAPITAL & DEVELOPMENT

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Outcomes: Evidence of Success

PLCs held weekly to support a common vision for teaching and learning and West Side and improve consistency of practice across the school.

4 teachers completed the Orton-Gillingham Associates Level Course.

2 teachers completing Multi-Sensory Math course.

5 teachers completing the Dyslexia Endorsement.

4 teachers completing Gifted Certification.

Five SOR coaching cycles completed including SPED teachers and Reading Specialists.



Outcomes: Further Actions

Seek opportunities for additional teachers to completed gifted endorsement 2024-2025 school year.

Continue implementation of SOR Coaching cycles.

Begin formal SOR professional development for 4th-5th grade teachers, including completion of Cox Campus modules, participation in SOR coaching cycles, and additional new SOR support.

Support implementation of new reading adoption, Wit & Wisdom.

Initiatives:
What will we
do to achieve
success?

**There's no place like
West Side!**



Critical actions: What major actions
will we complete and by when
(student groups)?

Communicate mission and vision of West Side Elementary School through effective use of website, social media, school newsletters, etc.

Increase positive contact with students and families through "Stand Out Stingers".

Implement enrichment opportunities for students during the school day (K-5 STEM Lab; K-5 Innovation Lab, Media Literacy in the Learning Commons).

4th and 5th grade Ambassador training aligned with CTAE Employability Skills Standards.

Spring Career Day in partnership with local Marietta Businesses to expose students to diverse career opportunities.

Increase at-home engagement for families through the use of Schoology and LJFA.

Transition activities for rising Kindergarten students and 5th graders (Teddy Bear Tour, Kinder Skills Assessments, MSGA Preview Events, MHS Pathways Preview Event).

Provide four parent engagement sessions (Parent-2-Parent Series & Admin Lunch & Learn) during the year to address common areas of need (intermediate transition, middle school year, technology, social/emotional learning, assessment)



Evidence of progress: How will we
know that the initiative is working?
(Timeline)

Increase parent/community engagement on digital platforms (website, social media, surveys, Stinger Stories read).

80% of students will receive positive contact by May 2024.

Establish innovative learning space and enhance interior school design through active partnerships with PTA, district, and community partners.

Support enrichment staff in developing curricular experiences that engage students in the learning process through innovative ways. (I.e., Mathletes, Reading Bowl, Student Council, student podcast, and ambassadors)

100% of staff will utilize Schoology to provide daily communication to families, and support instruction across all grade levels.

Students in K-2nd grade will receive decodable passages weekly to read at home.

Host parent series for growing international population.



Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

There's no place like West Side!
Increase the percentage of families and students who would recommend West Side Elementary School for the complete K-5th grade experience



Outcomes/Goals: What will success look like for our schools?

Outcomes: Evidence of Success

Outcomes: Further Actions

There's no place like West Side!

Increase the percentage of families and students who would recommend West Side Elementary School for the complete K-5th grade experience



Increased positive contact with students and families through “Stand Out Stingers” and “Happy Mail”.

Implemented enrichment opportunities for students during the school day (K-5 STEM Lab; K-5 Innovation Lab, Media Literacy in the Learning Commons).

Hosted transition activities for rising Kindergarten students and 5th graders (Teddy Bear Tour, Kinder Skills Assessments, MSGA Preview Events).

Host four parent engagement sessions (Parent-2-Parent Series & Admin Lunch & Learn) during the year including: Is my child's reading on track?, Supporting Math at Home, Internet Safety with MPD, Sensational Homes strategies for sensory integration, Marietta Middle School Years, From Stress to Success supporting Gifted Learners at home, MCS for Newcomers partnering with Counseling team.



Continue strategies to engage students and families.

Complete a needs assessment to determine possible new Parent2Parent and Admin Lunch & Learn series.



Continued success with PTA and community partnerships bringing 100% funding to complete the following campus enhancements:

- Outdoor Learning Center
- Dedicated teacher's lounge
- Updated furnishings for front lobby/front office
- Furniture for student commons area
- Replacement AV equipment in gym



Continue partnerships with PTA and community to bring further improvements to campus and the student experience.

Community Resources
Leverage community support at West Side to bring innovation and intervention to academic programs

Initiatives:
What will we
do to achieve
success?

Critical actions: What major actions
will we complete and by when
(student groups)?

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

Budget Alignment

Assess impact of historical budget purchases, discontinue programs no longer impacting student achievement.

Conduct resource inventory to determine areas of need to support literacy and math instruction.

Prioritize purchases of resources that directly impact student achievement.

Increased availability of appropriate resources to support structured literacy and math framework for instruction.

Increased access to programs that support underperforming student groups (Black, ED, SWD).

- Reading Specialists
- Do the Math
- In school tutoring

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Continue implementation of RevTrak online payment options for all activities requiring student payment.

Improve implementation of central deposit system for student activity fees.

Maximize FTE earnings for EIP and gifted students.

Decrease of direct bank deposits made annually.

Eliminate teacher receipting of student activity fees.

Audit findings yield satisfactory progress in bookkeeping processes.

Increased FTE earnings from 2022 to 2023.

Improved Processes
Improve processes for collecting funds
Increased allotments in EIP and Gifted, based on FTE earnings. Additional allotments to be used for innovation and intervention personnel.

Improved Processes

Outcomes/Goals: What will success look like for our schools?

Budget Alignment

Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment



Outcomes: Evidence of Success

Assessed impact of historical budget purchases, discontinue programs no longer impacting student achievement.

Conducted resource inventory to determine areas of need to support literacy.

Prioritized purchases of resources that directly impact student achievement.



Outcomes: Further Actions

Assess resource needs for new reading adoption.

Assess opportunities for continued professional development in math.

Monitor ROI of ½-day planning time for teachers.

Continue to monitor ROI of print and digital subscriptions.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.



More than 1,000 transactions for student activities completed through RevTrak, reducing the clerical demand for processing payments.

Increased FTE earnings in Gifted, resulting in 2.0 additional staff for 24-25SY.



Continue implementation of RevTrak.

Continue to maximize segments for FTE funding.

Improved Processes

Improve processes for collecting funds
Increased allotments in EIP and Gifted, based on FTE earnings. Additional allotments to be used for innovation and intervention personnel.