

Western Hills 2026-2027 School Improvement Plan



Problem Statement:

Currently, **41.3% of students (135 students-3rd-6th grade -change after embargoed data is finalized)** are reading on grade level as measured by NSCAS Reading. This significant gap in literacy achievement prevents the majority of our students from accessing grade-level content and limits their long-term academic success. Without targeted interventions, high-dosage tutoring, and consistent progress monitoring, students will continue to fall behind. Therefore, by **May 2027**, we must increase the percentage of students reading on grade level to **64.5%**, ensuring equitable opportunities for all learners.

Root Causes:

Instructional Factors

- Inconsistent implementation of evidence-based reading practices across classrooms (PLC)
- Limited alignment between core curriculum, interventions, and assessments (new curriculum guides, ELA)
- Insufficient time for small-group or individualized instruction (block scheduling with small group)

Intervention & Support

- Lack of systematic progress monitoring to quickly adjust supports (progress monitoring on-line)
- Limited access to high-dosage tutoring or targeted intervention.
- Inconsistent use of data (weekly assessments, MAP, NSCAS) to drive instruction (Dibels data)

Student Factors

- Gaps in foundational literacy skills (phonics, vocabulary, fluency, comprehension)- Structured Literacy K-3
- Chronic absenteeism impacting consistent skill-building.
- Low student engagement or confidence in reading.

Family & Community Factors

- Limited access to books or literacy resources at home (take home books for free)
- Inconsistent family engagement in daily reading practice.
- Socioeconomic barriers affecting learning outside of school (parent involvement)

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Systems & Structures

- Need for stronger PLC processes to analyze data and set SMART goals.
- Insufficient collaboration among staff for intervention planning.
- Limited alignment between general education, special education, and EL supports.

👉 Together, these root causes highlight why only 41.3% of students are on grade level and guide where to focus solutions to reach 64.5% by May 2027.

Goal 1: By May 2026, we will increase the number of students reading on grade level from 41.3% to 64.5% (on 09/03/25 that = 135 students- embargoed data is finalized) as measured by NSCAS Reading.					
Root Causes:					
Consistency in student performance on assessments					
*Consistency in literacy instruction practices across content areas (time allotments and small group intervention)					
*Attendance					
*White Students are more frequently removed from classroom for behavior- missed instructional time					
<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? <u>Budget Planning</u>
K-6- Apply high leverage literacy practices in using complex text.	*Releasing Cognitive Load to students *Increasing Engagement	Teachers: Working successfully in PLC groups, discussing desired student outcomes, rapid cycle goal setting	School Wide	Bi/Monthly- MAP-Dibels	*Structured Literacy * Complex Text strategies *Talk Read Talk Write Strategies for scaffolding -intervention grouping
			Grade Level	Bi/Monthly Dibels, Structured	

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	-Student discourse- talking about text/high level conversation-equity of voice *Appropriate Scaffolding *PLC Student work analysis *Analyze student work to inform instruction *Coaching and feedback.	<i>Student data will increase</i> <i>Leadership: Continuous coaching implementation and feedback</i>		<i>Literacy Assessments, HMH Assessments</i>	<i>*Science of Reading Book K-6</i>
			<i>Collaborative Team</i>	<i>PLC groups Bi/monthly</i>	
Construct and engage in arguments using evidence from complex text	*Scaffolding *Backwards Mapping *Complex Texts / Talk Read Talk Write *PLC Student work analysis. Provide continuous coaching and feedback.		<i>School Wide</i>	<i>Bi/Monthly: MAP</i>	
			<i>Grade Level</i>	<i>Bi/Monthly: HMH/ Writing Assessments</i>	
			<i>Collaborative Team</i>	<i>Bi/Monthly: Student work Assessments</i>	

Goal 2: By May 2026, we will increase the number of white 3-6 students reading on grade level from 38% to 43% as measured by NSCAS Reading.

Problem Statement: 38% of K-6 White students are reading below grade-level in our ATSI AQuest Group.

Root Causes: *Consistency in student performance on assessments

*Consistency in literacy instruction practices across content areas (time allotments and small group intervention)

*Attendance

*White Students are more frequently removed from classroom for behavior- missed instructional time

<u>Strategy:</u>	Actions: <i>To do list: things we need to do to implement our strategies</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i>	Professional Development: <i>What will you teach to support effective strategy implementation?</i>
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What will we focus on to achieve our goal-our commitments?	(Lead with a verb)		When and with what frequency will we monitor the data?		
			LINK to monitoring sheet within each Toolkit Here		LINK to annual professional learning plan Here
K-6- Apply high leverage literacy practices in using complex text.	*Releasing Cognitive Load to students *Increasing Engagement -Student discourse- talking about text/high level conversation-equity of voice *Appropriate Scaffolding *PLC Student work analysis *Analyze student work to inform instruction *Coaching and feedback.	<i>Teachers: Working successfully in PLC groups, discussing desired student outcomes, rapid cycle goal setting</i> <i>Student data will increase</i> <i>Leadership: Continuous coaching implementation and feedback</i>	School Wide	Bi/Monthly-MAP	*Structured Literacy * Complex Text strategies *Talk Read Talk Write Strategies for scaffolding - intervention grouping
			Grade Level	Bi/Monthly, Structured Literacy Assessments, HMM Assessments	
			Collaborative Team	PLC groups Bi/monthly	
	School Wide		Staff Meetings		
	Grade Level		PLC meetings		
	Collaborative Team		PLC Meetings		
*Scaffolding *Backwards Mapping *Complex Texts / Talk Read Talk Write *PLC Student work analysis. Provide continuous coaching and feedback.					



Attendance

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Problem Statement: Our Problem Statement is:

Students’ inconsistent attendance is influenced by students not seeing school as relevant, limited positive reinforcement systems. Families often face barriers such as work schedules, transportation, or limited awareness of attendance’s impact.

Root Causes: As we continue to strengthen student achievement, opportunities exist to increase consistency in literacy instructional practices across classrooms, including dedicated instructional time and small group interventions. Student attendance and access to daily instruction remain important factors in supporting academic growth. Additionally, reviewing behavior support practices can help ensure that all students maximize their time engaged in classroom learning. By focusing on consistent instructional delivery, strong attendance, and increased access to instruction, we can create greater opportunities for all students to demonstrate growth and success on assessments.

Goal 3: By the Spring of 2026, we will decrease our chronic absenteeism from 25.24% to 24.19%.				
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i> Strategies: Identify the strategies that will be used to achieve this goal. <i>Continue: Bi-monthly Attendance</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i> <i>Continue: Attendance Incentives and in-class rewards for spelling out ATTENDANCE – Monthly classroom rewards, individual student monitoring,</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i> <i>*Increase parent awareness of the importance of attendance, increase school communication about attendance and decrease exclusionary measures in response to behavior events</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>Talbeau Data, Bi-Weekly Attendance Team Meetings, Infinite Campus</i> <i>When and with what frequency will we monitor the data?</i> <i>Bi-weekly and Daily IC checks</i> <i>LINK to monitoring sheet within each Toolkit Here</i>	Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>Teach the role every adult plays in fostering a culture of showing up, and how to use IC data to identify and support at-risk students. Staff will also learn how to engage in supportive attendance conversations, reduce exclusionary discipline practices, and use restorative approaches to keep students engaged and present in school.</i>

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<i>Team meetings principal, school support liaison, counselor, IF</i>	<i>Deepen: Differentiation of incentives by level and effective practices around ROAR REWARDS.</i> <i>*Increase parent awareness of the importance of attendance, increase school communication about attendance and decrease exclusionary measures in response to behavior events</i>				<i>LINK to annual professional learning plan Here</i>
			<i>School Wide</i>	<i>Staff Meetings</i>	
			<i>Grade Level</i>	<i>PLC Groups</i>	
			<i>Collaborative Team</i>	<i>SPED included</i>	
			<i>School Wide</i>		
			<i>Grade Level</i>		
			<i>Collaborative Team</i>		

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