

# Westview School Improvement Plan 2020-2021

## Building Snapshot

School Name	Westview Elementary School
School Address	703 S. Russell St.
Principal Name	Nick Swords

## Members of School Improvement Leadership Team

Name	Role
Nick Swords	Principal
Christina Mables	Assistant Principal
Carol Wood	Student Learning/Engagement Chair and Instructional Coach
Olivia Jones	Professional Development Chair and 5 <sup>th</sup> Grade Teacher
Mary Tucker	Equity Chair and 2 <sup>nd</sup> Grade Teacher
Lisa Mosley	Social/Emotional Chair and Social Worker
Teresa Wilson	Cross-Categorical Special Education Teacher

Current ISBE Designation	Underperforming
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	Children with Disabilities

**2020-2021 SIP Dates**

2020-2021 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Jan. 15, 2021	April 30, 2021	June 30, 2021	Oct. 30, 2021	Dec 1, 2021
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

**School Data**

[Westview School Improvement Data](#)

**Achievement Gap Analysis**

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap)

Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

<b>School</b>	<b>ELA % of Gap between Black/White</b>	<b>MATH % of Gap between Black/White</b>
<b>Robeson</b>	<b>28</b>	<b>29</b>
<b>Kenwood</b>	<b>34</b>	<b>41</b>
<b>IPA</b>	<b>55</b>	<b>45</b>
<b>Garden Hills</b>	<b>18</b>	<b>28</b>
<b>Stratton</b>	<b>30</b>	<b>44</b>
<b>BTW</b>	<b>81</b>	<b>84</b>
<b>Bottenfield</b>	<b>47</b>	<b>47</b>
<b>Barkstall</b>	<b>24</b>	<b>45</b>
<b>Carrie Busey</b>	<b>46</b>	<b>46</b>
<b>Dr. Howard</b>	<b>41</b>	<b>45</b>
<b>South Side</b>	<b>42</b>	<b>55</b>

**Identify the Black/White achievement gaps**

<b>Content</b>	<b>% of Gap between Black/White</b>
<b>ELA</b>	<b>13</b>

<b>Math</b>	<b>31</b>
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**Identify the SPED achievement gaps**

<b>Content</b>	<b>% of Gap between SPED</b>
<b>ELA</b>	<b>22</b>
<b>Math</b>	<b>17</b>

**Identify the Emerging Bilingual/White achievement gaps**

<b>Content</b>	<b>% of Gap between Emerging Bilingual/White</b>
<b>ELA</b>	<b>6</b>
<b>Math</b>	<b>14</b>

**Rank your school based on the achievement gaps of other (elementary, middle, high schools)**

Our school has the 12th largest achievement gap between black/white students of the elementary schools in ELA

Our school has the 10th largest achievement gap between black/white students of the elementary schools in Math

**Data Analysis and Needs Assessment**

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

**Identification of Strengths, Weaknesses and Opportunities**

Rank order the identified areas of strength (3-5) from a review of your school data.  
 What do you do well? Where are your students achieving? What factors enable your school to achieve its objectives?

Strengths	Data Source
44% of 4 <sup>th</sup> grade black students met/exceeded in ELA compared to 38% of all students in the state	2019 IAR Test Scores
36% of 4 <sup>th</sup> grade Hispanic students met/exceeded in math	2019 IAR Test Scores
18% of 5 <sup>th</sup> grade children with disabilities met/exceeded in math	2019 IAR Test Scores
17% of 5 <sup>th</sup> grade children with disabilities met/exceeded in ELA	2019 IAR Test Scores

Rank order the identified areas of weakness (3-5) from a review of your school data  
 What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
No 3 <sup>rd</sup> grade black students met/exceeded in ELA or math	2019 IAR Test Scores
No 4 <sup>th</sup> grade children with disabilities met/exceeded in ELA	2019 IAR Test Scores
46% of 3 <sup>rd</sup> grade students did not meet in math	2019 IAR Test Scores
67% of 3 <sup>rd</sup> grade black students did not meet in math	2019 IAR Test Scores
67% of 3 <sup>rd</sup> grade children with disabilities did not meet in math	2019 IAR Test Scores
77% of 3 <sup>rd</sup> grade children with disabilities did not meet in ELA	2019 IAR Test Scores

Rank order the identified areas of opportunities (3-5) from a review of your school data. What are positive external factors that can assist the school in improving or moving forward? What are eschool specific emerging trends or opportunities to improve?

Opportunities	Data Source
Large group at “Approached” (30%) level in ELA	2019 IAR Test Scores
4th grade black students in math - while only 6% Met, 44% Approached	2019 IAR Test Scores
University of Illinois pre-teaching students- Volunteers to work with K-1 students to establish early literacy skills	Report card standards/ESGI data reports
Mentors from the community to work with our students	

**School Improvement Plan**

Identify 2-3 SMART Goals and an Equity Goal for 2020-2021 school year. (\*\*Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

**SMART GOAL #1**

<p><b>School SMART Goal #1</b> By Spring 2022, the children with disabilities subgroup will demonstrate proficiency on the IAR math and reading assessments at the following rates.  Math – 25%  Reading – 23%</p>		
<p><b>OBJECTIVES</b></p>	<p><b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)</b></p> <p><b>WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b></p>	<p><b>STUDENT PERFORMANCE MEASURE</b></p> <p><b>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b></p>

<p>A. Children with disabilities will receive Tier 1 ELA and math instruction from the classroom teacher.</p> <p>B. Provide professional development to fully utilize the enVision and Wonders programs with fidelity.</p> <p>C. Utilize research based instructional strategies in math and ELA to differentiate for students.</p>	<p>100% of classroom teachers will follow the master schedule to insure children with disabilities are in their Tier 1 whole group instruction as evidenced by the master schedule.</p> <p>100% of classroom teachers will provide Tier 2 instruction through enVision and Wonders as evidenced by bi-weekly collaboration notes.</p> <p>100% of classroom teachers will use the identified research based instructional strategies as evidenced by classroom walk-throughs.</p>	<p>85% of Kindergarten students will show mastery of their letter name and letter sound.</p> <p>First and second grade report card standards.</p> <p>60% of our children with disabilities in grades 3-5 will meet their growth target on MAP in reading and math.</p> <p>60% of our children with disabilities in grades 3-5 will score 70% or higher on enVision and Wonders assessments.</p>
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<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)</b>
Classroom and special education teachers will receive professional development on how to use the resources from their curriculum to support and instruct children with disabilities in the general education classroom.	Teacher attendance in PD and agenda	enVision Facilitators, Instructional	August 2021			

		Coach, District Coordin ators Admini stration				
Teaching assistants will receive professional development on how to assist students receiving IEP services in the general education classroom as well as the math and ELA curriculum.	Teaching assistant attendance in PD and agenda	Special education teachers , Admini stration, District Staff	April 2021-Dec ember 2021			
Special education teachers and administration will meet monthly to review their data, share instructional strategies, and specific next steps for instruction.	Monthly action plans, agendas and notes from meetings	Special education teachers , Admini stration	March 2021-Dec ember 2021			
Staff will ensure children with disabilities receive full Tier 1 instruction from the classroom teacher.	Master schedule with designated pull-out time for each grade level	Buildin g Council , Admini stration, special educati on team	July 2021			



<p>Staff will instruct and review with students the academic language in math and reading utilizing research based vocabulary instruction.</p>	<p>Classroom walk-throughs during the first semester</p>	<p>Teachers, Administration</p>	<p>First semester</p>			
<p>Ensure fidelity of curriculum implementation for all students.</p>	<p>Classroom walk-through data</p>	<p>Administrators</p>	<p>Data shared monthly with grade levels</p>			
<p>Conduct a K-2 literacy evaluation in consultation with the Teaching and Learning Department in preparation for the development of a literacy framework.</p>	<p>Initial Framework Developed (Spring) and Pilot Teaching and Learning Developed Feedback Instrument (Fall) and data shared</p>	<p>Student Engagement and Learning Committee, Administration, K-2 Literacy Committee Representative</p>	<p>Spring and Fall with Fall having monthly school wide data sharing</p>			

Identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with the Teaching and Learning Department.	50 walkthroug hs (elementa ry)	Admini stration, Instructi onal Coach	Fall semester with monthly schoolwid e data sharing			

**SMART GOAL #2**

<p><b>School SMART Goal #2</b> By Spring 2022, the Black subgroup will demonstrate proficiency on the IAR math and reading assessments at the following rates.  Math – 18%  Reading – 22%</p>		
<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE  (MEASURABLE ANNUAL TARGET)  WHAT WILL ADULTS DO TO MEET THE  OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE</b>

		<b>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
<p>A. All teachers will fully utilize the enVision and Wonders programs.</p> <p>B. All teachers will differentiate their teaching through small group math and reading instruction.</p> <p>C. Bi-weekly data discussion during collaboration, which addresses the needs of our black students in math and reading.</p>	<ol style="list-style-type: none"> <li>100% of classroom teachers will provide small group math and reading instruction as evidenced by classroom walk-through data.</li> <li>100% of classroom teachers will analyze and discuss the needs of our black students in math and reading as evidenced by their data analysis/action plan forms.</li> </ol>	<p>85% of Kindergarten students will show mastery of their letter name and letter sound.</p> <p>First and second grade report card standards</p> <p>70% of black students in grades K-5 will score 70% or higher on their enVision/Wonders assessments.</p> <p>60% of our black students in grades 3-5 will meet their growth goal on the ELA and math MAP assessments.</p>

<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during</b>

				<b>Progress Monitoring Meetings (April 30, 2021)</b>	<b>Progress Monitoring Meetings (June 30, 2021)</b>	<b>Progress Monitoring Meetings (October 30, 2021)</b>
Staff will provide instruction and review with students the academic language in the math and reading weekly units.	Topic/Weekly assessments in enVision and Wonders.	Teachers	Weekly			
Teachers create differentiated action plans for their black students as a response to their data from enVision and Wonders assessments. They will share their instructional strategies and specific steps used to close the gap for their black students.	Bi-weekly action plans and notes from collaboration meetings	Teachers	Bi-weekly			
Provide an extended day of targeted instruction for our black students based on their data.	Plan of implementation	Administration, teachers	Two to three days a week			
Evaluate K-2 literacy instruction at Westview and create a new research based and culturally responsive design.	Agendas and notes of committee, completed literacy block design	Student engagement/learning Committee, K-2 teachers, Administration	April 2021-August 2021			

**SMART GOAL #3 Optional (\*Required by schools underperforming)**

(\*\*Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

**School SMART Goal #3** For each professional development in the 2021-2022 school year, the Westview staff's rating for the professional development will average 3 or higher on the Professional Development Evaluation Form.

<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
The Professional Development Committee will provide a differentiated professional development plan.	100% of the teachers will participate in professional development as evidenced by attendance sheets.	85% of Kindergarten students will show mastery of their letter name and letter sound.  First and second grade report card standards  60% of our children with disabilities will meet their growth target on MAP in reading and math.  60% of your children with disabilities will score 70% or higher on their enVision and Wonders assessments.

<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings</b>

					(June 30, 2021)	(October 30, 2021)
Provide staff with a professional development needs assessment centered in domain 3 of the Danielson Framework.	Professional Development Evaluation Form	Professional Development Committee, Administration	Second semester of 2020-2021 school year			
Create a professional development plan that supports our children with disabilities, the School Improvement Plan, and includes culturally responsive strategies.	Professional Development Evaluation Form	Professional Development Committee Administration	May 2021			
Implement the professional development plan as designed by the professional development committee and administration.	Professional Development Evaluation Form	Professional Development and Equity Committees, Administration	June 2021-December 2021			

Equity team will review resources on race and education, design staff development sessions, and present to staff.	Included in Professional Development Plan	Equity Committee, Administration	January 2021-December 2021			
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### EQUITY GOAL

<p><b>Equity Goal</b> Develops a comprehensive plan that provides differentiated professional development to teachers and staff to create a building-wide culturally responsive climate for black students.</p>					
Action Step Details Including Specific Activities and/or Strategies	Timeline (Specific dates, weeks, quarters,	Responsibility (Person, Team, Committee, or Department)	Measurements of Success and Specific Review Dates	Progress based on Timeline and/or Review Dates	



	<b>months, semester, year)</b>			
In consultation with district administration, all staff will engage in 3 equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.	January 4, March 16, May 2021	Principal	100% of staff engage in Modules A, B, C	4/30, 6/30
Examine data and identify systemic barriers for our black and brown students.	First Thursday of the month, 2:30-3:30	Equity Committee, 3-4 additional staff members, administration	Monthly agendas, notes from meeting	11/5, 12/3, 1/7
Create a plan to proactively address systemic barriers identified and take action to say “No more” for our black and brown students.	First Thursday of the month, 2:30-3:30	Equity Committee, chair, 3-4 additional staff members, administration	Monthly agendas, notes from meeting	2/4, 3/4, 4/1, 5/6
Teacher collaboration- Questions will be asked relating specifically to black students’ achievement and how they are addressing their needs.	Monthly collaboration meetings covering ELA/math	Administration	Agenda and data sheets completed by classroom teachers which identifies specific black students who did not meet the standard	Second and fourth week of each month

Presentation on Microaggressions - This allows us to teach staff what microinsults, microassault, and microinvalidation are. Staff will discuss how these three types of microaggressions impact our students at Westview and ways we can remove them from the learning environment.	Faculty Mtgs	Principal	Agenda, PPT	9/21/20, 10/8/20
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**Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation**

<b>School SIP team that promotes shared leadership in development of the SIP</b>	<b>SIP Plan that has 2-3 SMART goals with action steps</b>	<b>Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training</b>	<b>K-2 Literacy Plan incorporated in the SIP plan for elementary schools</b>	<b>Implementation of two elements of the Danielson Framework included in the SIP plan</b>
Yes	Yes	Yes	Yes	Yes

**BUDGET**

<b>BUDGET</b>	<b>Timeline</b>		<b>Source of Funds</b>	<b>Accountability</b>	<b>Budget</b>					
	<b>Start Date</b>	<b>Completion Date</b>	<b>What funding</b>	<b>Person(s) Responsible/</b>	<b>Salary Stipend or Sub costs</b>	<b>Benefits (x .2501_</b>	<b>Supplies</b>	<b>Other Services</b>	<b>Capital Outlay</b>	<b>TOTAL</b>
<b>Tasks to accomplish the specific actions of the plan.</b>										

			<b>source is being used?</b>							
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	9/30/20	12/1/2021	SIP	Administration	\$10400	\$2600				\$13000
			Choose an item.							
			Choose an item.							
Professional Development	March 2021	December 2021	SIP	Professional Development Committee, Administration				\$5000		\$5000
Professional Development Stipends/Subs	June 2021	December 2021	SIP	Administration	\$7500	\$1875				\$9375
Instructional supports and After School Supports	August 2021	December 2021	SIP	Administration	\$10140	\$2536	\$200			\$12876

Transportation for after school supports	August 2021	December 2021	SIP	Administration				\$2000		\$2000
Instructional Materials	June 2021	May 2022	SIP	Administration			\$1000			\$1000
Family Involvement	August 2021	May 2022	Title I	Administration, Social/Emotional Learning Committee			\$1000			\$1000

TOTAL

\$44251

**ADDITIONAL SCHOOL SPECIFIC INFORMATION**System Needs Assessment Response

*This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.*

Complete the Illinois Quality Framework Supporting Rubric on IWAS. One SMART goal for the School Improvement plan must be identified from the IQFSR.

**Summarize your findings from the Illinois Quality Framework Supporting Rubric**

<b>Standard</b>	<b>Overall Rating</b>	<b>Identified as a priority? Y/N</b>
Standard I: Continuous Improvement	<b>Accomplished</b>	<b>No</b>
Standard II: Culture and Climate	<b>Emerging</b>	<b>No</b>
Standard III: Shared Leadership	<b>Emerging</b>	<b>No</b>
Standard IV: Governance, Management, and Operations	<b>Accomplished</b>	<b>No</b>
Standard V: Educator and Employee Quality	<b>Emerging</b>	<b>Yes</b>
Standard VI: Family and Community Engagement	<b>Emerging</b>	<b>No</b>
Standard VII: Student and Learning Development	<b>Emerging</b>	<b>No</b>

**Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.**

The SILT believes if we are able to show growth in Standard 5, we will see growth in the other standards that are emerging as well. Standard VII was discussed as a priority, but once again feel this can be improved by improving Educator and Employee Quality. There is also research which supports professional growth of a school's staff that will improve other standards. Standard V also involves data and problem analysis, and the implementation of strategies to improve instruction. Standard V also supports many aspects of the District's Strategic Plan.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)

This School Improvement Plan is a living document that may require data based changes to the action steps and budget.