

# School Action Plan for Westport School

## MISSION

At Westport, we will build our Wildcats through positive relationships and academic success.

## VISION

We will develop our Wildcats so all students will graduate from high school.

## COLLECTIVE COMMITMENTS

1. Know your why!
2. Create connections that foster confidence, safety, and grit.
3. Start and end adult and student learning on time; Every minute counts.
4. Address challenges and conflict head on; Say it now, not after.
5. Be present, actively listen and balance participation; One conversation at a time.
6. Recognize effort and celebrate accomplishments.
7. Be open to feedback, positive possibilities and change.
8. What is shared is confidential until it is appropriate for a greater audience.
9. Actively implement District expectations.
10. Unity; We're all in this together!

## SPLS/VERTICAL TEAM

Jill Palmer - Principal  
Tambra Lee - Assistant Principal  
Angela Boyer - Learning Specialist  
Ashley Booker - 4th grade Teacher  
Andrea Hangen - Assistant Principal  
Terri Knaak - 8th Social Studies

Katy Shatto - Assistant Principal  
Leigh Anne Patrick - Literacy Coach  
Becca Lutz - Librarian  
Ashley Orr - 1st Grade Teacher

## ESSENTIAL LINKS

Previous Year SAP Plan

[MS](#)  
[ELEM](#)

[Site Data Folder](#) (iReady PDF's/MAP DATA/[APR DATA](#))

[Evidence Based Look For Documents](#)

**BOY Additions** **MOY Additions** **EOY Additions**

# School Action Plan for Westport School

## ACADEMIC: LITERACY

**Standard 2:** Student Learning, Growth and Development **Indicator 3:** Theory of Learning

**Standard 7:** Student Assessment and Data Analysis **Indicator 4:** Effect of instruction on individual/class learning

**Literacy Data Analysis:** What are your key successes? Key gaps? How do you know?

### Elementary

#### **Key Successes:**

- On the ELA iReady test, students grew from 14% (BOY), to 43% (EOY): 29% growth in the 2021-22 school year.
- \_\_\_\_% of students met or exceeded grade level literacy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**

#### **Key Gaps:**

- On the EOY ELA iReady test, 37% of students were one grade level below or Early on Grade Level and 30% of students were two or more grade levels below.
- \_\_\_\_% of students did not meet or exceed grade level literacy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students did not meet or exceed grade level literacy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**

### Middle School

#### **Key Successes:**

- On the ELA iReady test, students grew from 19% (BOY), to 27% (EOY): 8% growth in the 2021-22 school year.
- \_\_\_\_% of students met or exceeded grade level literacy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**

#### **Key Gaps:**

- On the EOY ELA iReady test, 17% of students were one grade level below or Early on Grade Level and 57% of students were two or more grade levels below.
- \_\_\_\_% of students did not meet or exceed grade level literacy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students did not meet or exceed grade level literacy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**
- \_\_\_\_% of students met or exceeded grade level literacy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).**

**Smart Goal:** What is the school literacy goal and success criteria?

**Action Steps:** What will the school (teachers, students and leaders) do to accomplish the plan? As your data shifts throughout the year, add to and modify the action steps.

**Measures:** How will you measure each action step?

By EOY, 55% of K-5 students will be Proficient.

By EOY, 40% of 6-8 students will be

1. All teachers will reinforce effort and provide recognition.
2. All teachers will set objectives and provide feedback.
3. Elementary teachers will provide learning opportunities to identify similarities and differences.
4. Middle School Teachers will provide learning opportunities to engage in summarizing and note taking.

BOY, MOY, and EOY Galileo data will be analyzed and action steps created per the data.

Each month, CFA will be analyzed during team meetings using the PLC process to review results and next steps.

**BOY Additions** **MOY Additions** **EOY Additions**

## School Action Plan for Westport School

Proficient.	<ol style="list-style-type: none"> <li>5. Teachers will use the Basic Elements of Effective Teaching to plan, implement and adjust instruction.</li> <li>6. All teachers will analyze CFA and summative data in collaborative teams using the 4 questions of a PLC</li> <li>7. All teachers will follow the <a href="#">Westport Instructional Model</a> and <a href="#">District Teaching Expectations</a>.</li> <li>8. All teachers will participate in backward design unit planning.           <ol style="list-style-type: none"> <li>a. Follow the plan written including the pre and post formative assessments</li> </ol> </li> <li>9. Teachers will provide intervention for all students (RTI)           <ol style="list-style-type: none"> <li>9. Leveled instruction per grade level/span</li> </ol> </li> <li>10. School Improvement Reading Paraprofessionals will support classroom teachers as they implement small group ELA instruction.</li> </ol>	<p>Observations will provide feedback to teachers related to District and Site focus.</p>
-------------	--	---

**Professional Learning:** What professional learning might be needed to support the action steps (See School Professional Learning Plan)?

Site Leader provides monthly PL on Marzano or Basic Elements of Effective Teaching  
 District Provided BOY and MOY training on Galileo and Tier 1 Instructional Practices

**Checkpoint:** Based on the results of your measures, what's working? What adjustments are suggested by the data?

BOY: When analyzing BOY Galileo results \_\_\_\_% of students are meeting grade level standards.

MOY:

EOY:

READING	K	1	2	3	4	5	6	7	8
EOY	75	34	32	47	23	30	18	27	36
Growth %	53%	28%	20%	27%	22%	12%	4%	11%	12%

**BOY Additions** **MOY Additions** **EOY Additions**

# School Action Plan for Westport School

## ACADEMIC: MATH

**Standard 2:** Student Learning, Growth and Development **Indicator 3:** Theory of Learning

**Standard 7:** Student Assessment and Data Analysis **Indicator 4:** Effect of instruction on individual/class learning

**Literacy Data Analysis:** What are your key successes? Key gaps? How do you know?

### Elementary

#### **Key Successes:**

- On the Math iReady test, students grew from 10% (BOY), to 36% (EOY); 26% growth in the 2021-22 school year.
- \_\_\_\_% of students met or exceeded grade level numeracy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students)..
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).

### Middle School

#### **Key Successes:**

- On the Math iReady test, students grew from 6% (BOY), to 15% (EOY); 9% growth in the 2021-22 school year.
- \_\_\_\_% of students met or exceeded grade level numeracy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students)..
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).

#### **Key Gaps:**

- On the EOY Math iReady test, 48% of students were one grade level below or Early on Grade Level and 22% of students were two or more grade levels below.
- \_\_\_\_% of students did not meet or exceed grade level numeracy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).
- \_\_\_\_% of students did not meet or exceed grade level numeracy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students)..
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).

#### **Key Gaps:**

- On the EOY Math iReady test, 25% of students were one grade level below or Early on Grade Level and 59% of students were two or more grade levels below.
- \_\_\_\_% of students did not meet or exceed grade level numeracy standards on BOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).
- \_\_\_\_% of students did not meet or exceed grade level numeracy standards on the MOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students)..
- \_\_\_\_% of students met or exceeded grade level numeracy standards on the EOY Galileo assessment (\_\_\_\_ out of \_\_\_\_ students).

<b>Smart Goal:</b> What is the school numeracy goal and success criteria?	<b>Action Steps:</b> What will the school (teachers, students and leaders) do to accomplish the plan? As your data shifts throughout the year, add to and modify the action steps.	<b>Measures:</b> How will you measure each action step?
By EOY, 50% of K-5 students will be Proficient.	<ol style="list-style-type: none"><li>All teachers will reinforce effort and provide recognition.</li><li>All teachers will set objectives and provide feedback.</li><li>Elementary teachers will provide learning opportunities to</li></ol>	BOY, MOY, and EOY Galileo data will be analyzed and action steps created per the data.

**BOY Additions** **MOY Additions** **EOY Additions**

# School Action Plan for Westport School

<p>By EOY, 30% of 6-8 students will be Proficient.</p>	<p>identify similarities and differences.</p> <ol style="list-style-type: none"> <li>4. Middle School Teachers will provide learning opportunities to engage in summarizing and note taking.</li> <li>5. Teachers will use the Basic Elements of Effective Teaching to plan, implement and adjust instruction.</li> <li>6. All teachers will analyze CFA and summative data in collaborative teams using the 4 questions of a PLC</li> <li>7. All teachers will follow the <a href="#"><u>Westport Instructional Model</u></a>.</li> <li>8. All teachers will participate in backward design unit planning.             <ol style="list-style-type: none"> <li>a. Follow the plan written including the pre and post formative assessments</li> <li>b. 9. All teachers will provide intervention for all students (RTI)</li> </ol> </li> <li>9. Leveled instruction per grade level/span</li> </ol>	<p>Each month, CFA will be analyzed during team meetings using the PLC process to review results and next steps.</p> <p>Observations will provide feedback to teachers related to District and Site focus.</p>
--	---	--

**Professional Learning:** What professional learning might be needed to support the action steps (See School Professional Learning Plan)?

Site Leader provides monthly PL on Marazano or Basic Elements of Effective Teaching  
 District Provided BOY and MOY training on Galileo and Tier 1 Instructional Practices

**Checkpoint:** Based on the results of your measures, what's working? What adjustments are suggested by the data?

BOY: When analyzing BOY Galileo results \_\_\_\_% of students are meeting grade level standards.

MOY:

EOY:

MATH	K	1	2	3	4	5	6	7	8
EOY	56	34	38	25	18	35	17	10	18
Growth%	36%	26%	31%	14%	16%	21%	8%	5%	11%

**BOY Additions** **MOY Additions** **EOY Additions**

# School Action Plan for Westport School

## CLIMATE & CULTURE

**Standard 5:** Positive Classroom Environment **Indicator 3:** Classroom, School, and Community Culture

**Climate and Culture Data Analysis:** What are your key successes? Key gaps? How do you know?

### Elementary

#### **Key Successes:**

- All staff implement PBIS and Conscious Discipline in their classroom.
  - Clearly define expected behaviors
  - Intentional model and teach expected behaviors
  - Positively reinforce expected behaviors

### Elementary

#### **Key Gaps:**

- At the end of 2021-2022 school year, students had 246 unique incidents, 75 students had 42 office discipline referrals resulting in In School Suspension and 21 office discipline referrals resulting in Out of School Suspension.

### Middle School

#### **Key Successes:**

- All staff implement PBIS and Conscious Discipline in their classroom.
  - Clearly define expected behaviors
  - Intentional model and teach expected behaviors
  - Positively reinforce expected behaviors

#### **Key Gaps:**

- At the end of 2021-2022 school year, students had 974 unique incidents, 265 students had 208 office discipline referrals resulting in In School Suspension and 124 office discipline referrals resulting in Out of School Suspension.

<b>Smart Goal:</b> What is the school behavior goal and success criteria?	<b>Action Steps:</b> What will the school (teachers, students and leaders) do to accomplish the plan? <i>As your data shifts throughout the year, add to and modify the action steps.</i>	<b>Measures:</b> How will you measure each action step?
<p>At the end of the year the count of students with discipline incidents will align to the expected PBIS structure. See charts below.</p> <p><b>Elementary (400)</b> 320 - Tier 1 60 - Tier 2 20 - Tier 3</p> <p><b>Middle School (460)</b> 386 - Tier 1 70 - Tier 2 22 - Tier 3</p>	<ol style="list-style-type: none"> <li>1. Conscious discipline practices, with a focus on Composure and Assertiveness, will be adopted by all staff members,</li> <li>2. Clear procedures will be developed and implemented within the school by all staff members. Teams will monitor the culture and climate, attendance, discipline, and school processes. Implementation of school improvement funded Home/School Specialist and behavior specialists to work with students identified as needing assistance related to behavior, attendance, or other wellness needs.</li> <li>3. School Family Meeting will be created for all students on Monday - Thursday virtually. Friday mornings, School Family Reunion, to build social skills and engagement for all students.</li> <li>4. Social and emotional needs will be monitored through Landing referrals. Needs will be met efficiently and</li> </ol>	<p>Monitor percentage of students in each tier, per quarter.</p> <p>Analyze Landing Reports and report back to teachers monthly.</p> <p>PBIS Structures will be taught and monitored by all staff.</p> <p>All new teachers will participate in all supports.</p> <p>Big 5 report will be analyzed and reported.</p> <p>Teacher Survey to collect perceptions of improvement through professional learning and quality of team time.</p>

**BOY Additions** **MOY Additions** **EOY Additions**

## School Action Plan for Westport School

	<p>effectively.</p> <ol style="list-style-type: none"><li>5. New teachers to Westport will be supported by the coaches, new teacher liaisons, learning specialist and mentors.</li><li>6. Review and implement the PRIDE Matrix.<ol style="list-style-type: none"><li>a. Add classroom lessons to teach school wide expectations.</li><li>b. Counselor will communicate lesson focus areas to teachers so that teachers can support students' social-emotional learning.</li></ol></li><li>7. Review discipline data Big 5 report in monthly PBIS/CDAT meeting.<ol style="list-style-type: none"><li>a. Identify trends.</li><li>b. Plan intervention.</li></ol></li><li>8. Select a Tier 2/Tier 3 intervention for training and application.<ol style="list-style-type: none"><li>a. Mentoring</li><li>b. Check-in, check-out</li><li>c. CD Landing Folder</li></ol></li><li>9. Participate in ongoing Professional Learning</li></ol>	
--	---	--

**Professional Learning:** What professional learning might be needed to support the action steps (See School Professional Learning Plan)?

Ongoing professional learning

- a. Increase consciousness around professional learning communities.
- b. Working as a trauma informed school
- c. Deepening understanding of working with students from diverse backgrounds and cultures
- d. Restorative Practices and behavior management systems.

**Checkpoint:** Based on the results of your measures, what's working? What adjustments are suggested by the data?

BOY: When analyzing first quarter majors turned to minors, \_\_\_majors turned to minors. Those specific students were analyzed by the GLT and a behavior plan was put into place to support the students.

MOY:

EOY:

**BOY Additions** **MOY Additions** **EOY Additions**

## School Action Plan for Westport School

### OTHER

Turn on the tv in lunchrooms/ display tvs throughout building and have a student work/each teacher/ grade level celebrations. Have a ppt that everyone can add to.