



## 26-27 School Level Improvement Plan

**School Name: Westside**

**LEA #: 0405036**

**Building Principal: Jason Oller**

### District Goals:

By May 2027, all schools will achieve their individual building goals related to achievement, student growth, 3rd-grade reading proficiency, post-secondary readiness, and graduation rates as measured by local and state assessments.

### Comprehensive Needs Assessment

#### Areas of Strength:

- According to the 25-26 Interim State Test results Westside is outperforming the state and matching or exceeding district averages in high-leverage areas including Writing and Language which was an area of focus this year.
- Westside is consistently performing above both the State and District averages in Literacy across nearly all tested areas.
  - 3rd Grade: Westside outperformed the State and District in all three literacy categories (Reading Fundamentals, Reading Informational, and Writing & Language).
  - 4th Grade: Westside outperformed the State in 3 out of 4 areas and matched the District in Reading Informational.
  - 5th Grade: Westside outperformed the State and District in every single literacy category, showing exceptional strength in Reading Literary and Writing & Language.
- 4th Grade ATLAS Test scores have shown continuous year-on-year improvement, rising from 1048 (23-24) to 1054 (24-25) and reaching 1056 in the 25-26 Interim.
- Reading Literary scores on the state test have increased in both 4th and 5th grade. The school is currently outperforming both the State and District in Reading Literary.
- In Computation and Algebraic Reasoning (CAR), 3rd-grade students have shown steady growth from 1048 (23-24) to 1051 (25-26 Interim). This score is notably higher than the State (1046) and District (1050) averages.
- Benchmark data confirms that Literacy is "up" significantly:
 

Vocabulary Growth:

  - 3rd Grade: Increased from 41% to 65% proficiency.
  - 4th Grade: Increased from 15% to 59% proficiency.
  - 5th Grade: Increased from 67% to 88% proficiency.
- Kindergarten and 1st Grade show high proficiency and significant year-over-year improvement in Vocabulary (up to 88%) and Decoding/Encoding, with Kindergarten seeing a 20% jump in decoding mastery.
- K-2 students demonstrate strong command of grade-level number operations, specifically Counting and Decomposing Numbers in Kindergarten (93%), Addition within 100 in 1st Grade (83%), and Multi-digit Operations (within 1,000) in 2nd Grade (84%).

#### Areas of Improvement:

- In contrast to Literacy, Westside's Math scores (particularly in Number and Place Value) are currently trailing behind the State and District averages in 3rd and 4th grade.
- Scores for 2-step word problems remain low across the board (e.g., 36.3% in 4th grade), suggesting students struggle to move from computational fluency to application

- According to classroom data and district benchmarks, overall in math, our area of improvement is in math fact fluency.
- While students show strength in basic vocabulary in some grades, they struggle significantly with higher-order comprehension and writing tasks in 3rd through 5th grades.

**Building Goal:** By May 2027, the 3rd–5th grade cohort will demonstrate a minimum 15% increase in the Number and Place Value (NPV) Average Scale Score as measured by the transition from the 25-26 Winter Interim to the 2027 State Summative Assessment.

| <b>Action Steps</b><br><i>(What action steps do we think will generate improvement?)</i>                                                                                                                                          | <b>Evidence</b><br><i>(What evidence will we use to measure progress?)</i> | <b>Timeline</b><br><i>(What is an appropriate timeline for each of the action steps?)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Concrete-Representational-Abstract (CRA) Integration: Teachers will implement a CRA instructional sequence for all base-ten units, moving students from physical manipulatives to visual drawings before abstract algorithms.     | Lesson plans; CFAs                                                         | Weekly during NPV units                                                                   |
| Vertical "Gap Analysis" GC and PLC: K-5 teachers will meet to align the language and tools used for place value (e.g., consistent use of "Value" vs. "Place" and "groups of...") to reduce student confusion across grade levels. | GC and PLC Meeting Minutes; School-wide Math "Anchor Chart" guide          | GC: September 2026 & January 2027<br>PLC: ongoing                                         |
| Data-Driven Tier 2 Groups: Use CFA results to identify the bottom 25% of students in the NPV strand for 30 minutes of targeted numeracy intervention 3x weekly.                                                                   | Intervention schedules; two or six week progress monitoring                | Ongoing                                                                                   |

**Building Goal:** By May 2027, the percentage of students in grades K-5 meeting grade-level proficiency on the District Fact Fluency and Problem Solving Benchmarks will increase by 15% to ensure foundational readiness for multi-step operations.

| <b>Action Steps</b>                                                                                                                                                                                                                                      | <b>Evidence</b>                          | <b>Timeline</b>   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|
| Implement a daily 5-10 minute "Number Talk" in every K-5 classroom to build mental math strategies and flexibility with numbers.                                                                                                                         | Classroom Walkthroughs; PLC Lesson Plans | Daily             |
| Teachers will present story problems and guide students to understand the situation by asking purposeful questions, encouraging modeling with objects or drawings, and supporting students in explaining the action in the story and represent thinking. | Lesson Plans, CFAs                       | Ongoing           |
| Include weekly strategy-based game stations (e.g., "Salute," "Target Number") targeted at specific grade-level fluency gaps identified in Benchmarks.                                                                                                    | Lesson Plans, Classroom Walkthroughs, PD | Minimum 1x Weekly |

**Building Goal:** By March 2027, Westside will see a 15% increase in students meeting proficiency across all grade-level Reading and Writing Standards (K-2: Fluency & Encoding; 3-5: Summarizing & Evidence) as measured by District Benchmarks.

| Action Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence                                                | Timeline |
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| Implement a school-wide protocol for citing text evidence across all content areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Student work samples; Hallway displays of writing; CFAs | Ongoing  |
| Provide professional development on high-yield summarization strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | PD Sign-in sheets; Teacher feedback surveys; CFAs       | Ongoing  |
| <a href="#">Parent &amp; Family Engagement Plan</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                         |          |
| <a href="#">Literacy Plan</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                         |          |
| <b>Health &amp; Wellness Priority:</b> 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.