

# Westview School Improvement Plan 2022

## Building Snapshot

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

## Members of School Improvement Leadership Team

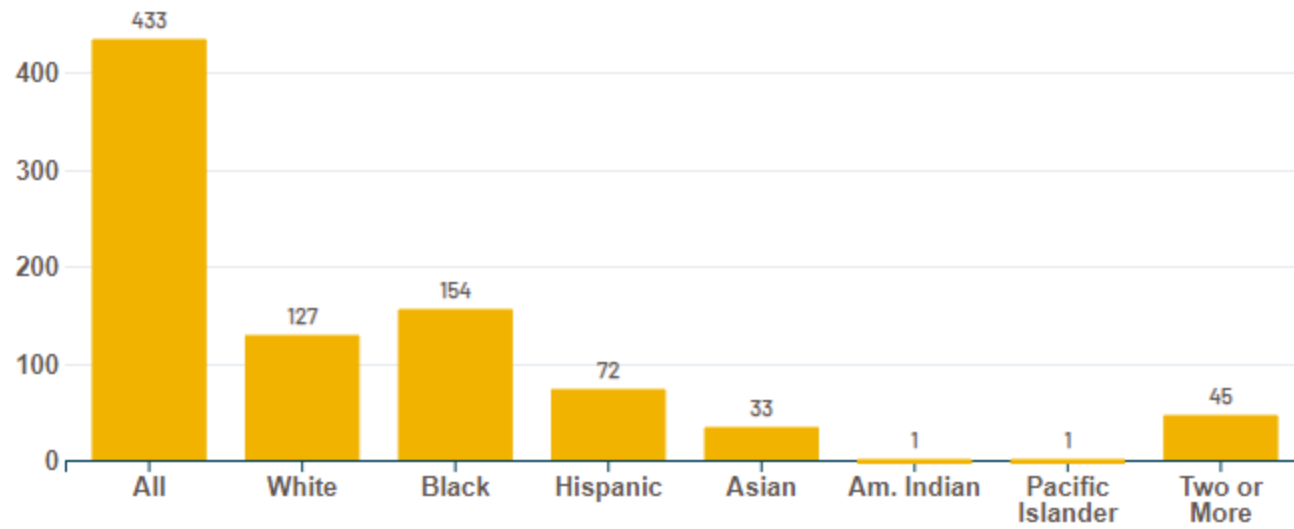
Name	Role
Nick Swords	Principal
Daniel Nock	Assistant Principal
Peter Foertsch	Director of School Improvement
Carol Wood	Instructional Coach
Olivia Jones	Fifth Grade Teacher
Lisa Mosley	Social Worker
Mary Tucker	Second Grade Teacher

Current ISBE Designation	2019 Targeted 2021 Designation not calculated due to COVID 19
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 (CWD)

**2021-2022 SIP Dates**

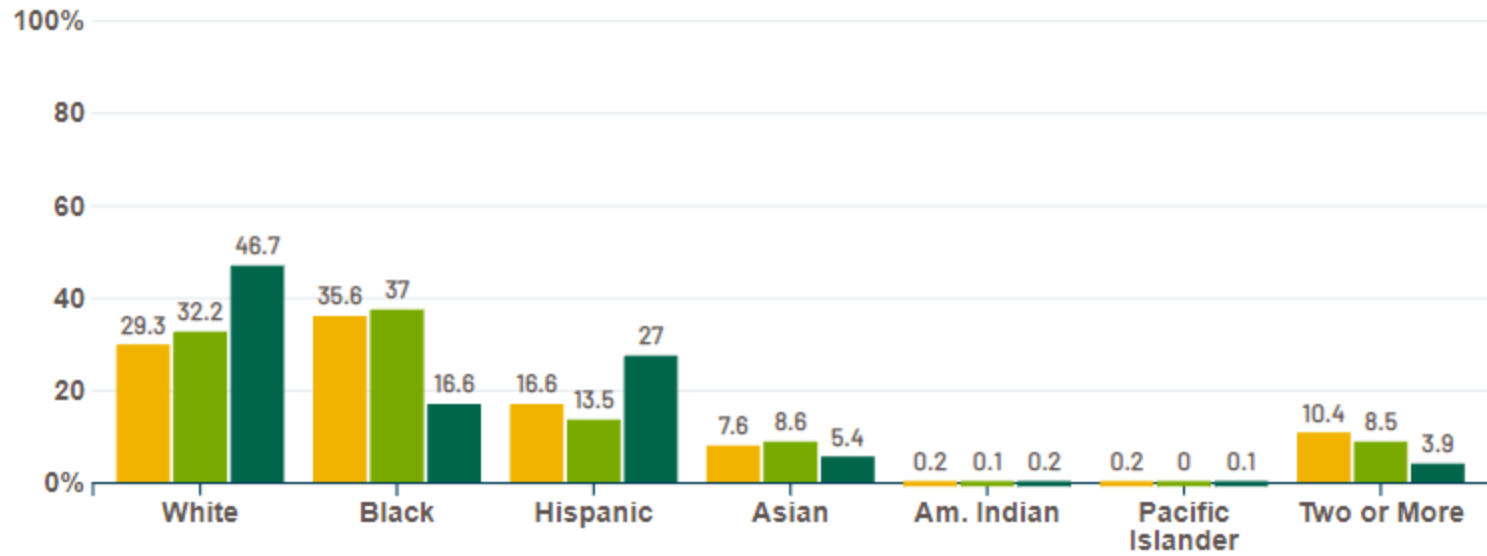
<b>2021-2022 Plan Due</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Current plan re-evaluation 2021-2022 Plan Due</b>
<b>Dec 21, 2021</b>	<b>March 20, 2022</b>	<b>July 20, 2022</b>	<b>Nov 20, 2022</b>	<b>Dec ____ 2022</b>
<b>School Improvement Plan Completed</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Evaluate and submit new School Improvement Plan</b>

**School Data - School Year 2021 Enrollment**

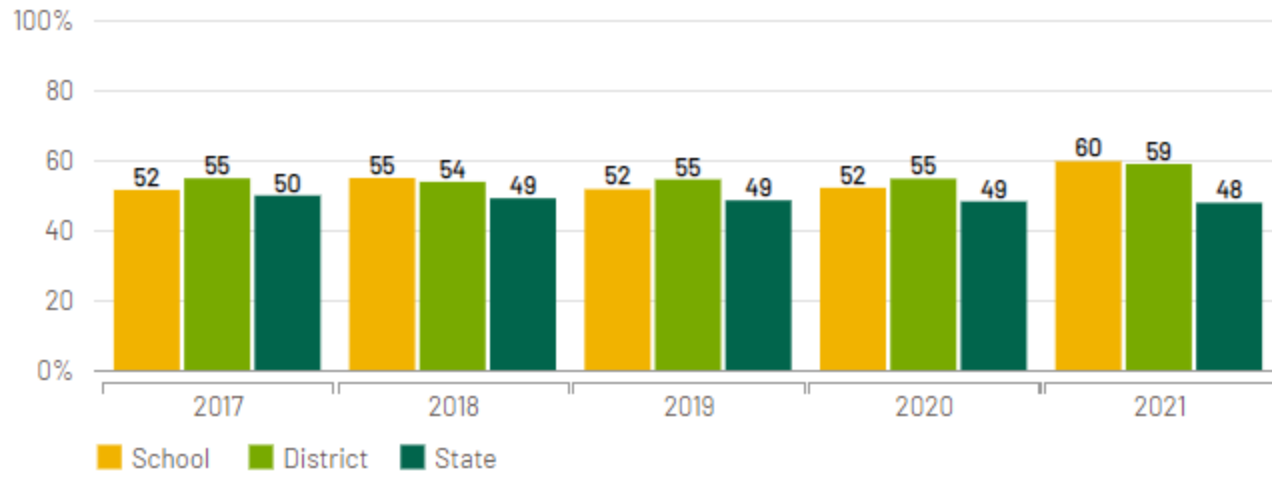


## 2021 Subgroup Enrollment Percentages

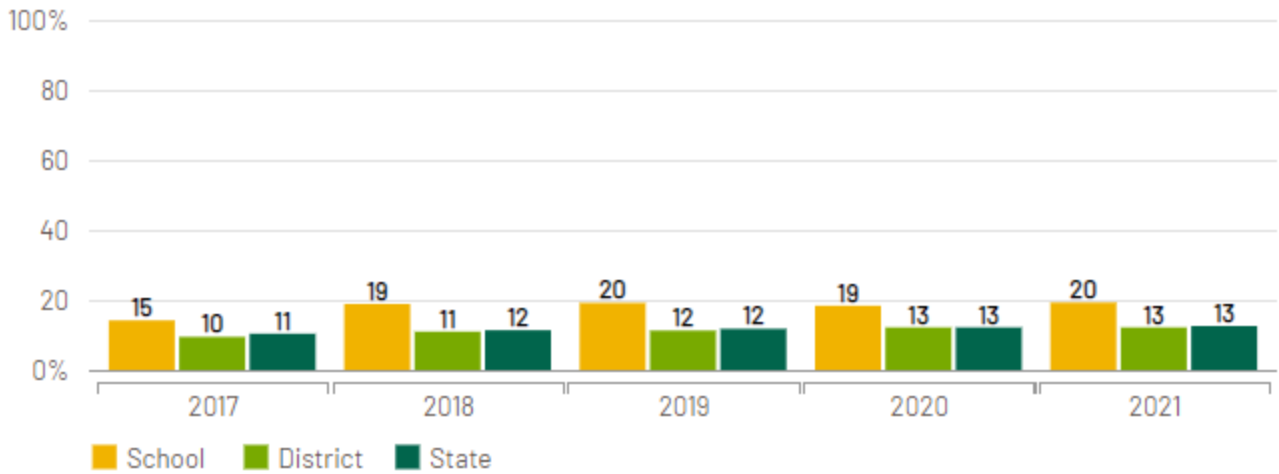
■ School ■ District ■ State



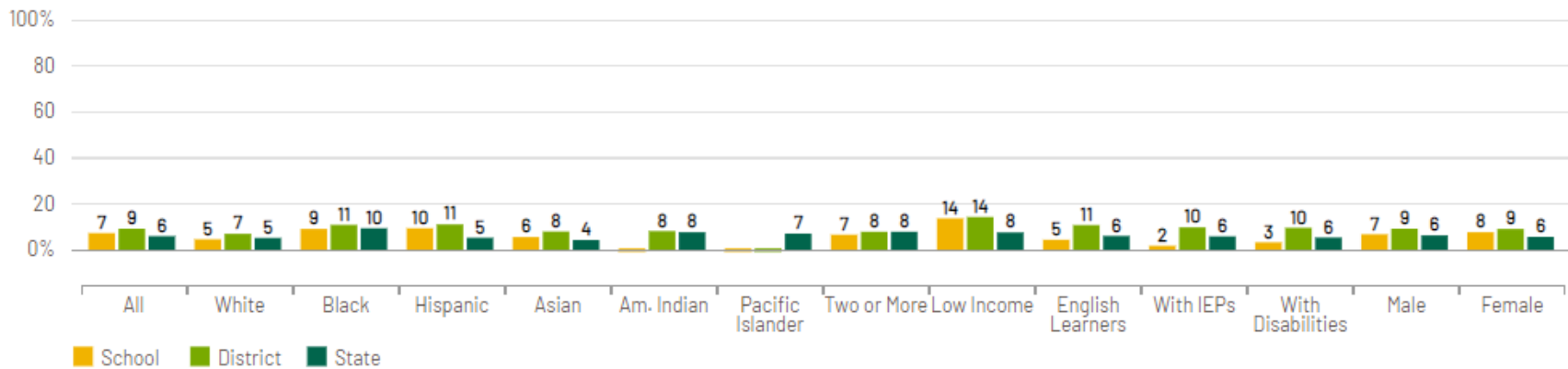
## Low Income Students



# English Learners



## Student Mobility - 2021



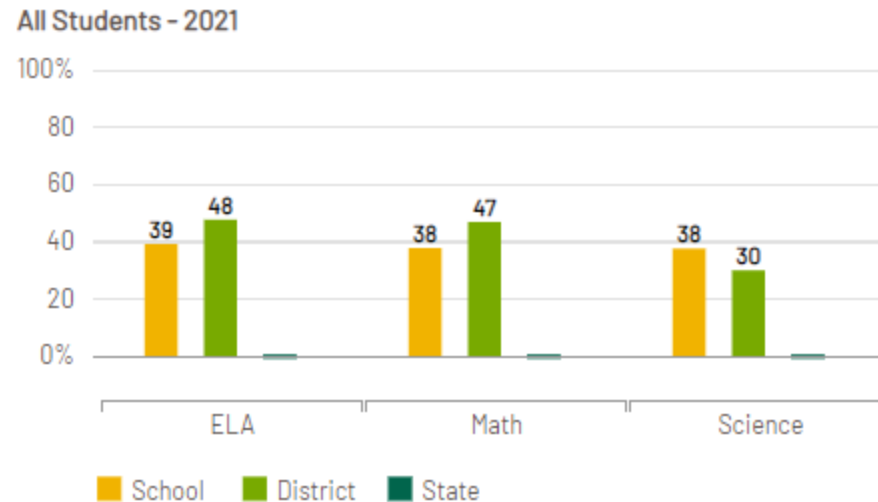
## Opportunity Gap Analysis

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

Unit 4 Elementary Schools Opportunity 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.

**Due to the COVID-19 pandemic only students attending in-person learning were tested on IAR. Therefore, percentages below are not accurate for describing the true academic performance of each student group.**

### IAR PARTICIPATION RATES



<b>School</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>ELA % of Gap between Black/White</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>MATH % of Gap between Black/White</b>
<b>International Prep Academy</b>	<b>15%</b>	<b>N/A</b>	<b>N/A</b>	<b>40%</b>	<b>N/A</b>	<b>N/A</b>
<b>Stratton Elementary School</b>	<b>7%</b>	<b>5%</b>	<b>2%</b>	<b>21%</b>	<b>4%</b>	<b>18%</b>
<b>Kenwood Elementary School</b>	<b>42%</b>	<b>10%</b>	<b>32%</b>	<b>40%</b>	<b>7%</b>	<b>33%</b>
<b>Robeson Elementary School</b>	<b>41%</b>	<b>8%</b>	<b>33%</b>	<b>42%</b>	<b>5%</b>	<b>37%</b>
<b>Dr. Howard Elementary School</b>	<b>44%</b>	<b>4%</b>	<b>40%</b>	<b>54%</b>	<b>0%</b>	<b>54%</b>
<b>Carrie Busey Elementary School</b>	<b>55%</b>	<b>27%</b>	<b>28%</b>	<b>56%</b>	<b>27%</b>	<b>29%</b>

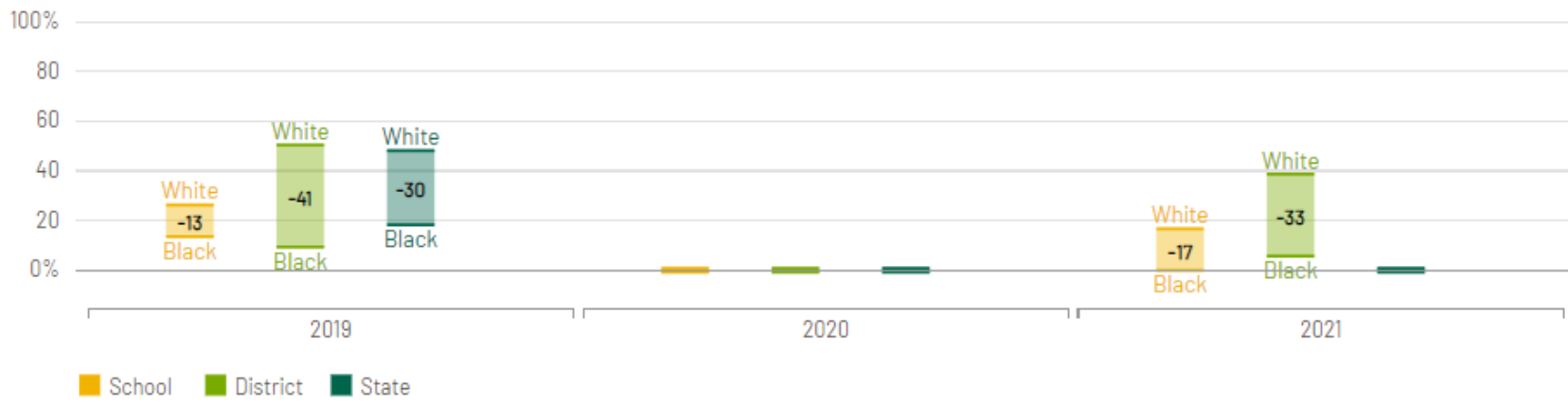


<b>South Side Elementary School</b>	<b>36%</b>	<b>5%</b>	<b>32%</b>	<b>41%</b>	<b>5%</b>	<b>36%</b>
<b>Westview Elementary School</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>
<b>Booker T Washington Elementary School</b>	<b>46%</b>	<b>0%</b>	<b>46%</b>	<b>39%</b>	<b>0%</b>	<b>39%</b>
<b>Garden Hills Elementary School</b>	<b>0%</b>	<b>8%</b>	<b>0%</b>	<b>N/A</b>	<b>0%</b>	<b>N/A</b>
<b>Barkstall Elementary School</b>	<b>51%</b>	<b>10%</b>	<b>41%</b>	<b>43%</b>	<b>2%</b>	<b>41%</b>
<b>Bottenfield Elementary School</b>	<b>44%</b>	<b>19%</b>	<b>25%</b>	<b>49%</b>	<b>12%</b>	<b>27%</b>

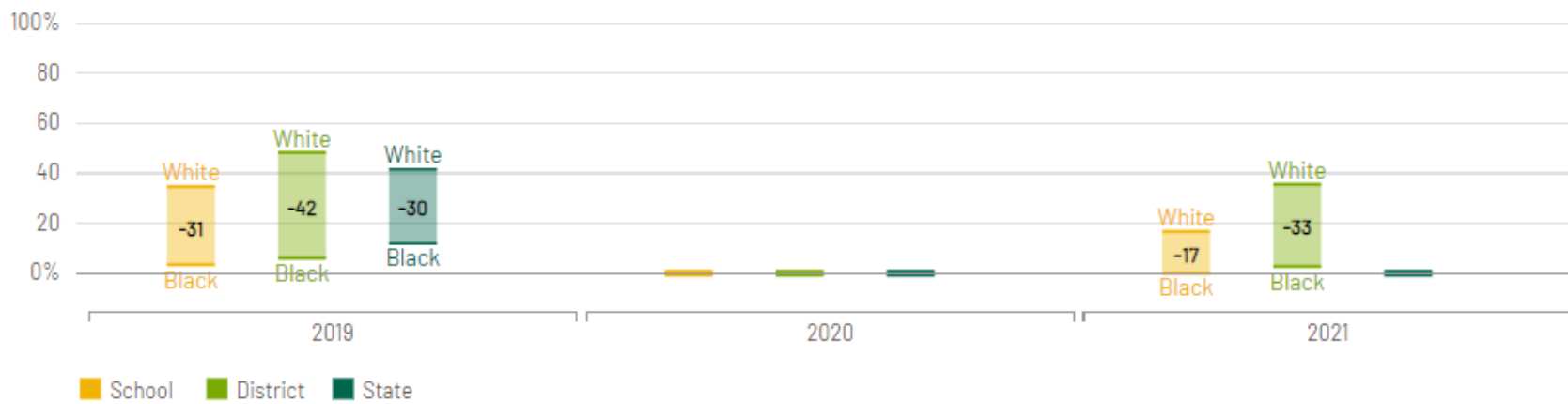
**Due to the COVID-19 pandemic only students attending in-person learning were tested on IAR. Therefore, percentages below are not accurate for describing the true academic performance of each student group.**

## 2021 Opportunity Gap

Summary - ELA - Black and White



Summary - Mathematics - Black and White



**SPED opportunity gaps**

Content	% of Gap between SPED
ELA	12%
Math	2%

**ACCESS Score Report Data 2021**

\*Due to COVID-19 pandemic only students attending in-person learning were tested on ACCESS. Therefore, percentages below are not accurate for describing the true academic performance of each student group.

<b>WESTVIEW ACCESS Data</b>							
<b>Active MLLs - Composite by Grade</b>							
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	TOTAL		
Kindergarten	4	3	2	0	9		
1st	4	4	2	3	13		
2nd	4	4	4	2	14		
3rd	4	10	7	2	23		
4th	3	3	5	4	15		
5th	0	2	1	7	10		
<b>Total</b>	<b>19</b>	<b>26</b>	<b>21</b>	<b>18</b>	<b>84</b>		
<b>Active MLLs Literacy Composite by Grade</b>							
Current Grade	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.8	Bridging/Reaching 4.8-6.0	No Lit Comp.	TOTAL
Kindergarten	N/A	N/A	N/A	N/A	N/A	9	9
1st	6	3	2	1	0	1	13
2nd	6	4	3	1	0	--	14
3rd	5	13	4	1	0	--	23
4th	0	3	9	3	0	--	15

<b>5th</b>	0	1	2	7	0	--	<b>10</b>
<b>Total</b>	<b>17</b>	<b>24</b>	<b>20</b>	<b>13</b>	<b>0</b>	<b>10</b>	<b>84</b>
<i>Students with no Literacy Composite did not take ACCESS 2021. Most recent EL Assessment - WIDA Model for K that assesses speaking and listening only.</i>							
<b>Active MLLs Oral Composite by Grade</b>							
<b>Current Grade</b>	<b>Entering 1.0-1.9</b>	<b>Emerging 2.0-2.9</b>	<b>Developing 3.0-3.9</b>	<b>Expanding 4.0-4.7</b>	<b>Bridging/Reaching 4.8-6.0</b>		<b>TOTAL</b>
<b>Kindergarten</b>	4	3	2	0	0		<b>9</b>
<b>1st</b>	3	2	1	0	7		<b>13</b>
<b>2nd</b>	3	3	3	1	4		<b>14</b>
<b>3rd</b>	5	3	6	6	3		<b>23</b>
<b>4th</b>	4	3	2	4	2		<b>15</b>
<b>5th</b>	2	0	0	6	2		<b>10</b>
<b>Total</b>	<b>21</b>	<b>14</b>	<b>14</b>	<b>17</b>	<b>18</b>		<b>84</b>
<i>Data from most recent EL Proficiency Assessment (WIDA Model for K, WIDA Screener, ACCESS 2020, Provisional ACCESS 2021.</i>							
<i>NOTE: When students reach a composite of 4.8 or better, they are exited and no longer considered MLL, though we do monitor them for a period of two years.</i>							

**Identify the Emerging Bilingual/White opportunity gaps on IAR**

<b>Content</b>	<b>% of Gap between Emerging Bilingual/White</b>
<b>ELA</b>	Not enough students to compile the data
<b>Math</b>	Not enough students to compile the data

## **MAP DATA**

**Due to the COVID-19 pandemic and students isolating or being quarantined, subgroup attendance rates were as follows in grades 1-5.**

**African-American - 88%**

**Special Education - 90%**

**Low SES - 89%**

**Therefore, percentages are not accurate for describing the true academic performance of each student group.**

Fall to Winter MAP Growth, Grades 1st through 5th						
Westview Elementary Growth, SY17-18 Through 21-22						
Mathematics			These charts are all populated based on the number of students that took both the Fall and Winter MAP Tests within each given school year.	Reading		
Met Projected Goal Attainment		Math		Met Projected Goal Attainment		ELA
All Students				All Students		
Students	Year	Percent		Students	Year	Percent
149	2017-2018	55.8%		144	2017-2018	55.0%
181	2018-2019	53.4%		166	2018-2019	48.8%
201	2019-2020	54.6%		187	2019-2020	51.1%
164	2021-2022	46.7%		125	2021-2022	37.1%
African American/Black Students				African American/Black Students		
Students	Year	Percent		Students	Year	Percent
36	2017-2018	57.1%	36	2017-2018	58.1%	
40	2018-2019	44.0%	43	2018-2019	47.3%	
56	2019-2020	51.9%	49	2019-2020	45.0%	
40	2021-2022	33.9%	34	2021-2022	31.5%	
White Students			White Students			
Students	Year	Percent	Students	Year	Percent	
65	2017-2018	62.5%	56	2017-2018	54.4%	
76	2018-2019	58.5%	65	2018-2019	49.6%	
72	2019-2020	58.1%	73	2019-2020	59.8%	
64	2021-2022	56.1%	50	2021-2022	43.9%	
EL Learners			EL Learners			
Students	Year	Percent	Students	Year	Percent	
27	2017-2018	60.0%	22	2017-2018	52.4%	
32	2018-2019	51.6%	31	2018-2019	50.8%	
33	2019-2020	54.1%	28	2019-2020	46.7%	
34	2021-2022	46.6%	27	2021-2022	39.1%	
SPED Students			SPED Students			
Students	Year	Percent	Students	Year	Percent	
21	2017-2018	65.6%	20	2017-2018	64.5%	
18	2018-2019	58.1%	15	2018-2019	45.5%	
21	2019-2020	47.7%	23	2019-2020	53.5%	
20	2021-2022	51.3%	13	2021-2022	37.1%	
Low SES Students			Low SES Students			
Students	Year	Percent	Students	Year	Percent	
70	2017-2018	50.7%	70	2017-2018	52.2%	
84	2018-2019	50.6%	75	2018-2019	44.9%	
105	2019-2020	52.5%	96	2019-2020	48.2%	
70	2021-2022	47.6%	47	2021-2022	34.3%	

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.

**Due to the COVID-19 pandemic only students attending in-person learning were tested on IAR. Therefore, percentages below are not accurate for describing the true academic performance of each student group.**

### Identification of Strengths and Weaknesses

List 3-5 areas of strength from the review of your school data.  
What do you do well? Where are your students achieving?

Strengths	Data Source
Overall 76% of students in grades 3-5 indicated they have a positive relationship with their teacher	Panorama
20% of 4th grade students who took the IAR met/exceeded in ELA	2021 IAR
51% of our students with IEPs met their conditional growth target in math on the 2021 MAP assessment	2021 Winter MAP
Hispanic subgroup outperformed the white subgroup on the ELA IAR in 2021, 20% to 17% respectively	2021 IAR

List 3-5 areas of weakness from the review of your school data.  
What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
8% of students who took the IAR met/exceeded in math	2021 IAR
No children with disabilities who took the IAR met/exceeded in math or reading	2021 IAR

**SMART GOAL #1 - EQUITY GOAL**

**School SMART Goal # 1** - 100% of teachers/staff are provided the opportunity to engage in 2-3 differing forms/content of CRT professional development 3 times

<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>
<p>A. All teachers, TAs, and clerical staff will participate in differentiated professional development to create a building-wide culturally responsive climate for black students.</p> <p>B. Expose staff to opportunities to understand African-American students' experiences at Westview to create a positive learning experience for this marginalized group.</p>	<p>1. 100 % of teachers, TAs, and clerical staff will actively engage in 2-3 differing forms and/or content of CRT professional development 3 times.</p> <p>Examples are whole group delivery, content specific small groups, book studies, action-oriented activities, CRT strategies, mindset activities, work-embedded activities, and webinars/modules.</p> <p>2. Administration will hold monthly meetings with African-American fourth and fifth grade students.</p>	<p>1. Baseline data will be collected from students in the form of the Panorama survey and/or other available instruments. Once baseline data is determined, progress will be reviewed.</p> <p>2. Baseline data will be collected from students through the Panorama survey.</p>



Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. All teachers, TA's and clerical staff will complete module E of our equity training.	Agenda, attendance sheets	Administration	January/March SIP days, faculty meetings			
2. Teachers and TA's will be trained on how to use de-escalation strategies from a culturally responsive lense.	Agenda, attendance sheets	Administration, Equity Committee	First faculty meeting in March 2022			
3. Develop a grades four and five black student group to share their learning experience at Westview	Agendas, notes, group member list	Administration, staff members	Monthly starting January and continuing through November 2022			

## SMART GOAL #2

**School SMART Goal #2** - By Spring 2023, the children with disabilities subgroup will demonstrate proficiency on the IAR math and reading assessments at the following rates.

Math – 25%

Reading – 23%

<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>
<p>A. Utilize Math Screener and Diagnostic Assessment(MSDA) to provide scaffolded support to students.</p> <p>B. Provide professional development opportunities to fully utilize the enVision and Wonders programs.</p> <p>C. Identify and develop a process that leads to high expectations for all students, which also includes goal setting.</p>	<ol style="list-style-type: none"> <li>1. 100% of grades 2-5 classroom teachers will administer the MSDA to their students by the end of January 2022.</li> <li>2. 100% of classroom teachers and TAs will have the opportunity to participate in PD centered around enVision and Wonders.</li> <li>3. 100% of classroom teachers and TAs will participate in a high expectations discussion and approach development for grades K-2 and 3-5.</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>60% of our children with disabilities in grades 2-5 will meet their growth target on MAP in reading and math.</p> <p>60% of our children with disabilities in grades 2-5 will score 70% or higher on enVision and Wonders 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 To be completed during Progress Monitoring Meetings (March 20, 2022)</b>	<b>Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)</b>	<b>Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)</b>
1. 6 Classroom teachers will utilize the MSDA from enVision to identify the learning gaps of their students and provide scaffolded support through small group instruction or during intervention time, including any necessary resources.	MSDA given by classroom teachers, enVision Topic assessments, MAP growth	Classroom teachers	Assess grades 2-5 - January 2022 Full implementation August 2022			
2. Provide ongoing PD on how to utilize the resources within Wonders and enVision to support CWD in the classroom.	Wonders' weekly assessments, enVision topic assessments, MAP	ELA/math facilitators, administration, instructional coach	Summer/Fall 2022			
3. Research and identify an effective co-teaching model to use with General Education and Special Education teachers.	Meeting agendas/notes	PD Committee	Spring/Summer 2022			
4. Special education teachers and administration will meet monthly to review their data, share	Touchbase Tuesday	Assistant Principal, Cross-cat	January-November 2022			

instructional strategies, and specific next steps for instruction.	Agendas, notes	egorical teachers				
5. Provide staff the opportunity to discuss what high expectations means to them. Develop a K-2, 3-5 approach that includes high expectations for: academics, behavior, SEL, attendance, homework that will be shared with families.	Agenda, meeting notes, collective approach documented	Administration, staff	Spring 2022			
6. Develop a goal setting model for grades K-2 and 3-5 students with implementation in the fall of 2022.	Students goal setting portfolios	PD Committee, Assistant Principal	Spring/Summer 2022			
7. Use the <a href="#">K-5 Core Curriculum Guide</a> for Literacy to support pacing, collaboration, planning, and assessment.	Instructional Practice Review data, Collaboration meeting notes, Wonders odd unit assessments	Administration, teachers	3rd and 4th Quarters Spring 2022 1st and 2nd Quarters Fall 2022			
8. Implement the 90 minute literacy block plus 30 minutes of writing based on the K-5 <a href="#">Literacy Timeframe Planning Guide</a> : 25 minutes of whole-group foundational skills/word work, 30 minutes of whole-group grade-level comprehension, 30 minutes of	Fall building schedule, Instructional Practice Review data, Collaboration	Administration, Teachers	Tentative Fall Building Schedule submitted to Deputy Superinten			

targeted small-group instruction, and 30 minutes of writing every day.	meeting notes		dent May 2022 1st and 2nd Quarters Fall 2022			
9. *Provide students (and families) with information about what their child is expected to learn, know, and do at his/her grade level and ways to reinforce concepts at home (e.g., using the home language; reading with, or monitoring, independent reading).	enVision family connections letters, Google Classroom	Student Learning and Engagement Committee, Classroom teachers	Begins January 2022, done weekly	-		
10. *Promote engaging learning experiences that support each student's strengths, needs, and interests.	Classroom walk-throughs, student reflection sheets	Student Learning and Engagement Committee, Classroom teachers	Begins by fourth quarter of 2022 and continues through November 2022			

### SMART GOAL #3

<p><b>School SMART Goal #3</b> - By Spring 2023, the Black subgroup will demonstrate proficiency on the IAR math and reading assessments at the following rates.          Math – 18%          Reading – 22%</p>		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)  WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE  HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. Utilize Math Screener and Diagnostic Assessment(MSDA) to provide scaffolded support to students.</p> <p>B. Provide professional development opportunities to fully utilize the enVision and Wonders programs.</p> <p>C. Provide opportunities for staff to grow in their awareness of African-American students’ experiences at Westview with the goal to create a positive learning experience for this marginalized group.</p>	<ol style="list-style-type: none"> <li>1. 100% of grades 2-5 classroom teachers will administer the MSDA to their students by the end of January 2022.</li> <li>2. 100% of classroom teachers and TAs will have the opportunity to participate in PD centered around enVision and Wonders.</li> <li>3. Administration will hold monthly meetings with African-American fourth and fifth grade students.</li> </ol>	<p>5% 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>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. Classroom teachers will utilize the MSDA from enVision to identify the learning gaps of their students and provide scaffolded support through small group instruction or during intervention time, including any necessary resources.	MSDA given by classroom teachers, enVision Topic assessments, MAP growth	Classroom teachers	Assess grades 2-5 - January 2022 Full implementation August 2022			
2. Provide staff the opportunity to discuss what high expectations means to them. Develop a K-2, 3-5 approach that includes high expectations for: academics, behavior, SEL, attendance, homework.	Wonders' weekly assessments, enVision topic assessments, MAP	ELA/math facilitators, administration, instructional coach	Summer/Fall 2022			
3. Develop a grades four and five black student group to share their learning experience at Westview. This information will be shared with staff.	Panorama reports of students in the group	Administration	January -November 2022			

4. 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, February-November 2022			
5. Implement 1, 5, 9 process to provide support and a sense of belonging for black students at Westview.	Panorama reports of students selected, Discipline referrals	Administration, staff	February-November 2022			
6. Develop a goal setting model for grades K-2 and 3-5 students with implementation in the fall of 2022.	Students goal setting portfolios	PD Committee, Assistant Principal	Spring/Summer 2022			

**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 2-3 high yield instructional strategies</b>
<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>



# BUDGET

[Additional Budget Information](#)

Description	Timeline		Source of Funds	Accountability	Budget				TOTAL
	Start Date	Completion Date			What funding source is being used? (Choose from: Title II, SIP, Building Budget, Magnet, or Other- if Other indicate the budget)	Person(s) Responsible	Salary Stipend or Sub costs	Benefits (x .2501)	
School Improvement Team Committee and Subcommittee Chair Stipends	1/3/2022	11/30/2022	SIP	Administration	\$10740	\$2600			\$13000
Instructional supports and After School Supports	February 2022	December 2022	SIP	Administration	\$10140	\$2536	\$200		\$12876

Transportation for after school supports	February 2022	December 2022	SIP	Administration				\$2000	\$2000
Instructional Materials	February 2022	December 2022	SIP	Administration			\$2000		\$2000
Family Involvement	February 2022	November 2022	SIP	Administration, Social/Emotional Learning Committee			\$1000		\$1000
TOTAL									\$30876