

Appendix A: Mission Statement, Vision Statement, & Collective Commitments

West Side Elementary Mission:

West Side Elementary ensures high levels of learning for all students.

West Side Elementary Vision:

West Side Elementary is a Leader in Me school devoted to creating the best educational institution. To ensure all students receive a quality education, we commit to building an environment in which all faculty members collaborate with one another, parents, students, and community members.

West Side Elementary Staff's Collective Commitment

As a collaborative team, we will give 100 percent effort every day to create opportunities that provide:

- Engagement and inspire a love for learning.
- We will work for students to surpass academic expectations while celebrating individual student growth
- We will build relationships with each student and family in our diverse community in an effort to create student success.

Commitment Collaborate Community

(The right page is heavily annotated with handwritten signatures and names, including: Kelly Gannon, Stacy Bence, Sunny Shell, and many others.)

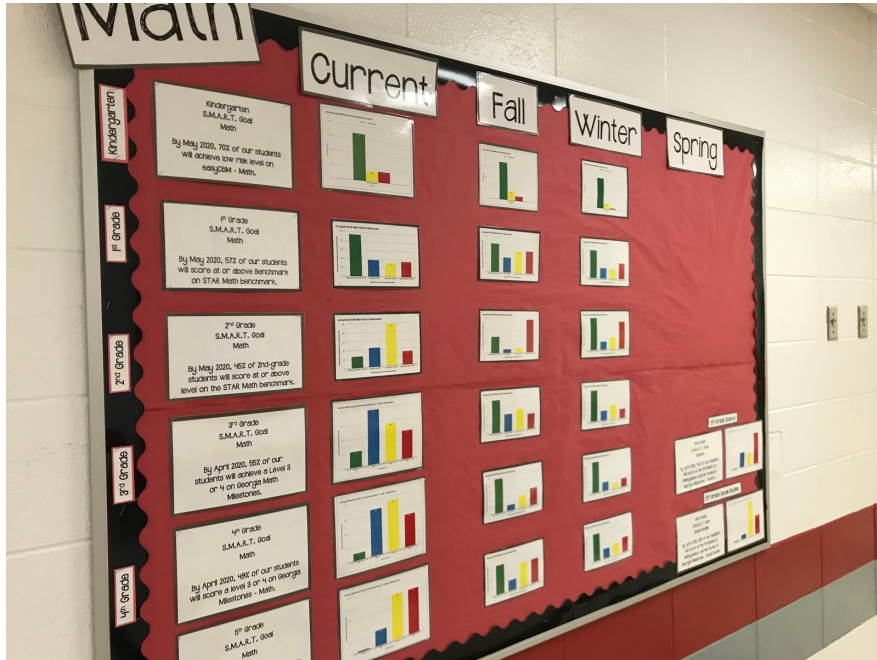
Appendix B: Essential Standards

We began the process of identifying essential standards as a district. Teachers formed collaborative teams and began by determining standards that would ensure high levels of learning for all students. As the instructional focus of most of the teaching time in the classroom, teams chose the most critical standards for each student to master to have the foundational skills needed to advance to a higher level. After prioritizing each standard, teams developed a consensus on which standards met the PLC's endurance, leverage, and readiness criteria.

At the school level, collaborative teams took the district's essential standards and revisited each step. Doing this activity allowed teachers to own the process and identify those essential standards that they felt best aligned with them using their learning from Rebecca DuFour's discussion about essential standards on Global PD. Additionally, the collaborative teams participated in vertical planning to review and reassess the essential standards as a community through reflection and collective inquiry.

Once identified, teams used the essential standards to plan instruction and intervention activities to meet every student's specific needs. Teams addressed essential standards regularly using commonly planned formative assessments and then re-assessed to determine each student's progress toward mastering the standard's learning target. Common formative assessment data are analyzed to determine every student's needs and the next steps in instruction. Teams also used the data to allow for teacher reflection on instruction and practice.

Appendix C: S.M.A.R.T. Goals



Kindergarten

Kindergarten
S.M.A.R.T. Goal
English Language Arts

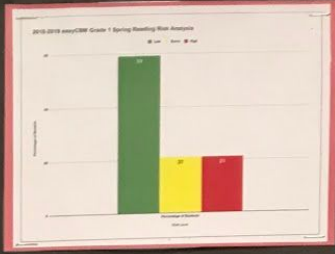
By May 2020, 70% of our students will achieve low risk level as measured by the low risk percentiles on easyCBM - Reading and 15% will achieve some risk on easyCBM - Reading.



1st Grade

1st Grade
S.M.A.R.T. Goal
English Language Arts

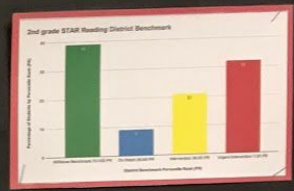
By May 2020, 90% of our students will read fluently on grade level as measured by the low and some risk percentiles on easyCBM - Reading.



2nd Grade

2nd Grade
S.M.A.R.T. Goal
English Language Arts

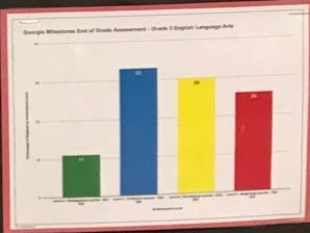
By May 2020, 50% of 2nd-grade students will score at or above level on the STAR Reading benchmark.



3rd Grade

3rd Grade
S.M.A.R.T. Goal
English Language Arts

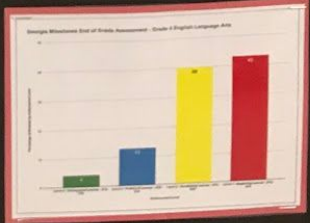
By April 2020, 54% of our students will achieve a Level 3 or 4 on Georgia ELA Milestones.



4th Grade

4th Grade
S.M.A.R.T. Goal
English Language Arts

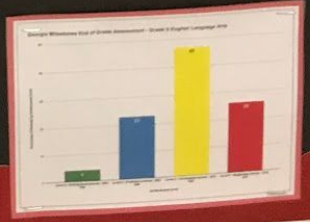
By April 2020, 42% of our students will score a level 3 or 4 on Georgia Milestones - ELA.



5th Grade

5th Grade
S.M.A.R.T. Goal
English Language Arts

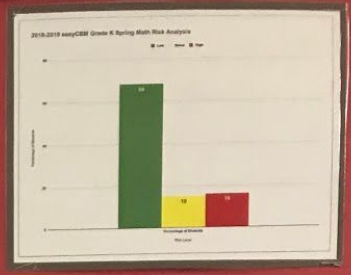
By April 2020, 45% of our students will score a level 3 or 4 on Georgia Milestones - ELA.



Kindergarten

Kindergarten
S.M.A.R.T. Goal
Math

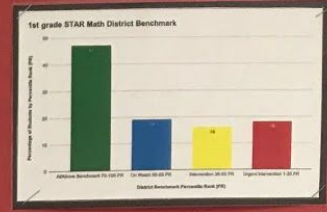
By May 2020, 70% of our students will achieve low risk level on easyCBM - Math.



1st Grade

1st Grade
S.M.A.R.T. Goal
Math

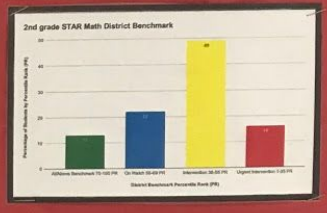
By May 2020, 57% of our students will score at or above Benchmark on STAR Math benchmark.



2nd Grade

2nd Grade
S.M.A.R.T. Goal
Math

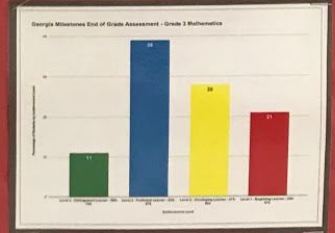
By May 2020, 45% of 2nd-grade students will score at or above level on the STAR Math benchmark.



3rd Grade

3rd Grade
S.M.A.R.T. Goal
Math

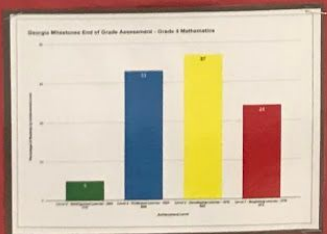
By April 2020, 55% of our students will achieve a Level 3 or 4 on Georgia Math Milestones.



4th Grade

4th Grade
S.M.A.R.T. Goal
Math

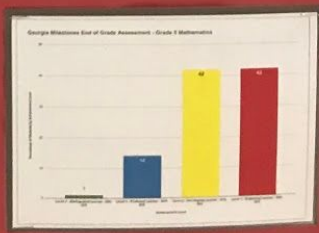
By April 2020, 49% of our students will score a level 3 or 4 on Georgia Milestones - Math.



5th Grade

5th Grade
S.M.A.R.T. Goal
Math

By April 2020, 42% of our students will score a level 3 or 4 on Georgia Milestones - Math.



Appendix E: West Side University (WSU)

West Side University (WSU) created a vertical planning and training opportunity where we trained teacher-leaders to present professional learning and built capacity for ongoing community practice. Meeting after school, teachers presented new learning and best practices to their peers. One of the WSU offerings was a Writing Workshop to explore the writing trajectory and vertically plan essential standards, develop common assessment criteria and rubrics, and create common formative assessments. Another WSU examined digital instructional resources and shared how to incorporate them into Tier 1 and Tier 2 instruction. Other WSU sessions focused on strengthening number sense through Number Talks, hands-on literacy with guided reading, and the alignment of our PBIS process with our Leader in Me initiative.

Appendix F: Academic Student Intervention Team (A-SIT)

Members of the A-SIT team are appointed by administrators at the district level, based on job assignment. The team consists of the Principal/Assistant Principal, Academic Coach, Speech-Language Pathologist, School Psychologist, at least one Special Education teacher, School Counselor, and the Lead RTI Specialist for the district or Lead School Psychologist. In addition, the principal may determine that a general education teacher and a datakeeper are needed for additional input and student support. The A-SIT considers the educational needs of all students who fall within the parameters of requiring Tier 3 level of interventions. General education teachers also submit names of students to the Academic Coach for which they have concerns. Each member of the team is given an A-SIT caseload to review and determine any significant needs or changes that may need to be made to the student's current Tier 3 intervention plan. The team considers factors including intervention fidelity, attendance, transiency, and behavior. The team then discusses all students that need adjustments to interventions or possible referral for testing, to determine if the child is eligible to receive Special Education services. The Academic Coach maintains an A-SIT Master Data List updated with current assessment and intervention information for all students in Tier 3. All team members have an equal voice to express professional opinions regarding student needs in a confidential setting. Any changes that need to be addressed are written out for the Academic Coach to share with the teachers of the students in need. The Academic Coach follows up with the teachers and updates the Master Data list for review during the next A-SIT meeting.

Appendix G: Data Analysis

When West Side Elementary began our weekly book study of Learning By Doing in 2015, we were quite novice at the process. These book study sessions included reading and discussing the ideas in key chapters during grade-level meetings with the principal and teachers were encouraged to “try out” some of the strategies found in the text. Vertical, content focused teams (K-1 and 2-5) were formed and teachers developed CFAs for essential standards. These vertical teams chose one or two similar essential standards for each content area. Once the essential standards were taught and assessed, the team members worked collaboratively to score and share data with their team. Some intervention and extension lessons were taught based on the data results.

During this time, we began using Lexia Core5 Reading intervention to “backfill, reteach, and extend” student achievement in reading. During this process, a “more is better” mindset became prevalent as we felt that Lexia would completely support our students and close the content gaps. There was a significant push to make sure students met their weekly intervention minutes requirements in Lexia, and Tier 1 instruction suffered as a result. In many ways, Lexia became the teacher. Thus, our Georgia Milestones achievement scores for the 2017-2018 school year declined across all grade-levels and within all subgroups due to a lack of instructional focus and planning.

Significant changes occurred in the 2018-2019 school year at West Side Elementary. Changes in administration were made at the principal, assistant principal,

and academic coach levels. In November 2018, one teacher from each grade level, the academic coach, and the Title 1 interventionist attended the *PLC: Learning by Doing* training. This group came back with a clearer understanding of the PLC process and a great enthusiasm for implementing it with fidelity. As they shared their understanding with their grade level teams, that momentum and excitement began to transfer across the school. With a clear focus on the Four Pillars and through the guidance of our Guiding Coalition, additional support was planned for teachers. More teachers at each grade level attended training in developing assessments and greater detail was given to the development and use of assessments and data. Grade-level teams choose 3 essential standards upon which to develop units, common assessments, and a system for data analysis.

As we reset our focus on essential standards and strengthening Tier 1 instruction, we began to intervene with targeted Tier 2 support for students. Significant improvements were evident in 3rd-grade, as well as within the cohorts compared across grade-levels. Our focus on improvement in reading and math resulted in a significant decrease in 5th grade scores for science and social studies, as the amount of instructional time for those subjects was reduced within the schedule.

In the summer prior to the 2019-2020 school year, additional teachers from each grade level participated in the *PLC Learning By Doing Institute*. Now, approximately one-half of all West Side teachers had received this training. Then, the entire faculty attended a two-day on-site workshop, "Building Capacity for PLC," with Dr. Jamie Virga.

These professional learning opportunities helped to align our efforts and invigorate our determination to impact student learning.

Administrators built a schedule with 90 minute blocks for core subjects that enabled teachers to focus again on science and Social Studies. The longer blocks also allowed for more focused, embedded Tier 2 times within grade-levels and subject areas. A continued effort to improve the capacity of grade-level and vertical teams to plan and implement Tier 1 instruction, CFAs, and Tier 2 support for intervention and extension was put into place where grade-level teams met twice a week for data analysis and planning, focusing on the Four Key Questions of PLC at each meeting.

More standards-based intervention programs were implemented. Reading Plus was added as an additional reading intervention for 4th and 5th grade students. This program served as an extension strategy to improve vocabulary and comprehension skills. Additionally, Dreambox (K-2) and i-Ready (3-5) were implemented for Tier 3 intervention and extension opportunities in mathematics.

Unfortunately, end of year data was not available for the 2019-2020 school year due to the pandemic. Since all data points for 2019-2020 reflect mid-year results, 2nd grade appears to indicate a decline from 2017-2018 to 2019-2020. These percentages are difficult to compare because they were based on a partial year of instruction.

We strongly believed that “had we participated in state-wide assessments, West Side Elementary would have demonstrated a substantial increase in student learning.” We made this conclusion based on the marked increases in student performance from the beginning of year STAR benchmark data compared to mid-year benchmark data. At

each grade-level, there was a significant shift from the number of students performing at “At Risk” levels to those performing at “On Watch” or “At or Above Grade Level.”

Students made incredible gains from August to January across all grade-levels. Thus, it was our opinion that this trend would have continued and would have been reflected in state testing results.

Subgroups

As stated above, the focus on Lexia Core 5 in our Tier 3 intervention allowed teachers to spend a disproportionate amount of instructional time intervening and not instructing core content. As a result, significant drops occurred among subgroups such as Special Education and economically disadvantaged students. The lack of attention on Tier 1 instruction had a major impact on student achievement and academic growth.

Furthermore, prior to 2018-19, Special Education was a pull-out program in our school. After noticing that the instruction received by our Special Education students was not as rigorous as that provided to general education students, we changed policy and instituted a co-teach, full inclusion model for Special Education services. This change, along with a concentrated effort to improve Tier 1 instruction provided more instructional support and scaffolding opportunities and resulted in a guaranteed and viable curriculum for all students.

Appendix H: CCRPI Trends

