

WEST PARK ELEMENTARY SCHOOL (0755)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Carrie Brooks	Curriculum Director	brooksc@msd281.org	<input type="checkbox"/>
Brian Smith	Principal	bsmith@msd281.org	<input type="checkbox"/>
Kris Freeland	2nd Grade Teacher	freekris@msd281.org	<input type="checkbox"/>
Chelsey Herman	1st Grade Teacher	hermanc@msd281.org	<input type="checkbox"/>
Jillian Ochoa	Kindergarten Teacher	ochoaj@msd281.org	<input type="checkbox"/>
Ana Payne	Title I Teacher	paynea@msd281.org	<input type="checkbox"/>
Morgen Parkins	Parent	morgenskhs@gmail.com	<input type="checkbox"/>
Marie Duncan	Parent	marie@uidaho.edu	<input type="checkbox"/>

Needs Assessment

West Park has a leadership team that consists of certified teachers and administration. The team meets one to two times per month. Topics are developed strategically based on building needs. This Title I application came from a needs assessment from the building leadership team. The leadership team reviews parent, staff and student surveys and creates SMART goals based on survey results. The goals are communicated with all stakeholders. Goal outcomes are measured by assessment data or project mastery. Areas of difficulty include providing adequate representation for all parties including classified staff as well as specialist teachers such as the arts, special education, and English second language. The team strives to continually communicate needs and next steps to all staff through shared agendas as well as staff meeting reports.

School Leadership Team

School and Community

West Park Elementary School is a primary (K-2) school that currently serves over 150 students. This elementary school is adjacent to the University of Idaho campus and 7 miles from Washington State University, allowing our student body a number of unique opportunities. Our student body is rich in cultural, economic, and religious diversity with students representing countries from around the world. Our current percentage of students on a free and reduced meal plan is 52%. West Park Elementary implements a full RTI model to meet the needs of all students. Data is gathered and analyzed by the school team to appropriately place students in appropriate

core subject groupings. In addition, the Title I program hosts a variety of parent and community engagement activities such as reading night, math night, parenting classes, and kindergarten-specific parent events. These events are supported through many community agencies including the university Greek system as well as Schweitzer Engineering. WPE also has an active Parent Action Team that represents the needs of parents, fundraises for various needs, and hosts many community activities such the Fall Social, Reading Night, Math Night, Skate Night, Pool Party, BINGO, and a Spring Carnival. The challenge remains on how to best represent all community needs during events due to transportation and availability often being a hurdle.

Current compiled IRI longitudinal data shows West Park Elementary has made great progress in the area of reading. In the Fall of the 2022-2023 school year 52% of the student population scored Tier (at grade level) in reading. By Winter of the 2022-2023 school year 65% of the student population scored Tier 1, which is a 13% school-wide growth. By Spring of the 2022-2023 school year 68% of the student population scored Tier 1, marking an overall year's growth of 16%. To add, for the 2023-2024 school year, 61% of the student population scored Tier 1 in the fall and 70% of the student population scored Tier 1 in the Winter. This is strong growth and a clear increase in overall achievement from year to year.

It should be noted that the lowest Tier (Tier 3) in reading represented 27% of the student population in the fall and only 12% in the Spring on the 2022-2023 assessment. That is a difference of 15 percentage points.

In the 2023-2024 school year the math assessment metric on iStation was utilized school-wide. In the Fall of the 2023-2024 school year 48% of the student population scored Tier 1 and in the Winter of the same year 56% of the student population scored Tier 1. This is a new metric, but clear growth is evident.

All students at West Park Elementary School are given math and reading assessment screeners in the fall, winter, and spring. Based on these screeners, at-risk students are given diagnostic assessments to identify causes for deficits. The school team meets three times a year and specific grade level teams meet once a month with Title and administration to discuss appropriate placement (intervention to gifted and talented) for every student at the school. In addition, the school RTI team meets weekly to discuss student progress and programming of individual Tier III students. Staff representing Title I, special education,

Academic Achievement

Student Learning Needs

English second language, gifted talented, and counseling all engage in these conversations to best formulate interventions to meet the wide array of needs represented within the student body. Furthermore, this data is reviewed monthly by the leadership team to help dictate school-wide needs such as instructional alignment and professional development.

The Language Arts core curriculum being implemented is Wonders Literacy Program. This program was adopted district wide in 2015 and again in the 2022 and is being used in all (K-2) grades at West Park Elementary as the main literacy program. This program is research based, data driven, and involves systematic instruction. The program is taught with fidelity as monitored by the administration. The core math program is Bridges which was adopted in 2023. This program is being taught with fidelity in all (K-2) grades at West Park Elementary during its pilot year within the district. This program is research based, data driven, and involves systematic instruction which includes direct instruction, work places, number corner, and a dedicated intervention program.

Science and social studies is taught with supplemental materials such as MOSS kits and scholastic news. Teachers often have to create and/or find their own materials to support these two content areas. During the social studies adoption of 2024 many new materials have been added including dedicated texts and learning resources such as needed maps.

Three times a year, teachers and administrators meet as a team to review assessment data. The team makes decisions about each student's instruction plan based on their performance on assessment tasks and feedback from the teachers and students. The team uses the iStation (math and reading), oral reading fluency, and other grade-specific metrics to continually monitor student achievement and growth. Students are grouped in flexible homogeneous intervention groups. In the classroom, teachers use many different types of formative assessment to determine instruction needs. In classrooms, students are grouped in a variety of ways depending on their needs for specific lessons and activities. All students are in the classroom for core instruction time. This gives them the opportunity to meet proficient and advanced academic achievement levels. Select students are then removed from the classroom during independent work time for either academic intervention or enrichment depending on current scores and needs. Students are progress monitored frequently to ensure that instruction meets their most current academic needs. Timing of of these services is a true challenge as specialist classes only occur in

Core Curriculum

Core Instruction

the afternoon, leaving very little flexibility for times to support interventions with students. In addition, assessments for math still feel misaligned causing frustration and difficulty manufacturing appropriate interventions. Finally, the master schedule is a challenge overall in ensuring each core content receives an uninterrupted block of time. The specialist schedule leaves very little room for adjustment.

Alignment of teaching and Learning

The grade level teams at West Park work together to plan instructional activities. They use the same District approved curriculum across all grade levels and subjects. They work together with their district wide teams to align learning targets and student outcomes. The Moscow School District is committed to collaboration. We have an early release day built into the master schedule for every Friday.

Universal Screening

Scheduling to maximize efficiency and not lose instruction time and intervention time.
Math screener that lists interventions connected to skill deficits.
Allocating staffing to proctor testing.
Accuracy of screening, specific to math.
All students are screened to identify individual learning needs in all grades (K-2) at West Park Elementary School. These screeners are administered three times a year (Fall, Winter, and Spring). West Park Elementary uses the measurements (summarized below) for each grade level in the areas of reading and math.
Reading Screeners by grade level. iStation assess listening comprehension, letter knowledge, phonemic awareness, alphabetic decoding, reading comprehension, vocabulary, spelling, oral reading fluency, letter sounds, and letter recognition. We also utilize AIMSWEB oral reading fluency.
Mathematics screeners by grade level. iStation assess number sense, measurement & data analysis, geometry, and computations & algebraic thinking.
All of the above assessment data is put into a classroom spreadsheet and shared with the school RTI team and classroom teachers. The school team reviews the data, talks with the classroom teacher to gain additional insight, and a plan is created to meet individual student needs. After students are placed in appropriate groups and an intervention plan has been created, the plan is documented within Mileposts and shared with parents. The RTI team designates school staff to follow up with progress monitoring (every 2 weeks) and each plan is reviewed every 6-8 weeks, or sooner, if needed.

Tiered Instruction and Academic Interventions

Academic interventions are provided in the area of reading and math. Students receiving Title I services, generally receive 30 minutes of additional reading support instruction 4 days a week. Both programs use a 'pull out' model and groups vary in size from 1-5

students in each group. Title I reading uses the intervention companion "Wonderworks" to the Wonders reading curriculum. Title I math utilizes the accompanying intervention series with Bridges. All reading and math intervention is outside of the student's regular core reading instruction. The Title I interventions are implemented by the certified Title I teacher and three paraprofessionals. Title I staff administers the progress monitoring probes. The school RTI team decides (with classroom teacher input) if any instructional changes or intervention changes need to be made.

It should be noted additional interventions are put in place for students with more intensive needs which often includes one-on-one supports documented in Mileposts. These interventions are developed and monitored weekly by the RTI team.

We have attached a copy of the school schedule. Reading and math interventions are provided outside of core instructional times. Students in intervention programs are pulled out of the classroom. The gifted and talented teacher provides a combination of push in and pull out services. Each week, the Extended Learning facilitator teaches a 20-30 minute lesson focusing on a higher-level thinking skill in each of the 9 classrooms. After a 4-6 week cycle, a small group of students is pulled out for a 30 minute small group challenge for the next 4-6 weeks (depending upon the grade level). These small groups are determined by observational/behavioral checklists of the lessons as well as student work samples. Students who are formally qualify and are enrolled in the Extended Learning program receive a minimum of 60 minutes of direct services per week. Additional activities are coordinated between the classroom teacher and extended learning facilitator. These students are referred by their parents or teacher and are given intellectual and academic testing. They must reach the 95%ile on one these assessments, or a combination of 92%ile on both assessments.

Learning Time

Non-Academic Student Needs

West Park has a half time counselor that does push in lessons with all students as well as counsels with students individually. A school psychologist is available to assist with the creation of IEPs and 504 plans. The Moscow School District has a mentoring program called Bear Buddies that matches volunteer mentors with referred students. West Park has a full-time special education teacher as well as a full-time Title I teacher and Title I paraprofessional.

Appropriate clothing based on weather and cleanliness is often a hurdle within the school. We receive many donations and host events to gather items, but it is very difficult to keep up with the demand. This is also true

for hygiene products such as wipes, brushes, and general care items, which are often supported by staff for students in need.

A final hurdle is creating access to to the information concerning all community supports to those in need. It is difficult to assimilate and more importantly reach all of these families through a medium that is checked regularly and well received.

At West Park Elementary, children receive instruction in all core subjects of reading, language arts, writing, mathematics, social studies, and science. West Park students attend a physical education class, a music class and a S.T.E.A.M class outside their regular classroom. West Park is located on the University of Idaho campus and students benefit from many enriching and educational opportunities such as guest speakers, volunteers, and educational trips.

In addition, a monthly virtue curriculum is taught weekly by the school counselor which is further supported through monthly celebrations.

West Park is an elementary school serving students in grades K-2. This question is not applicable to children in ages K-2 due to most students needing to go home after school due to their age.

With that said, the school hosts many events such as reading and math nights as well as parenting classes. In addition, all outside community groups such as cub scouts, girls scouts, and parks and recreation advertise to the school community during school events.

Incoming kindergarteners are screened in a variety of areas in the summer prior to enrollment. Incoming students are screened in literacy, mathematics, speech and language, and hearing and vision (if requested). Students and families also have an opportunity to meet with a kindergarten teacher to discuss strategies to help the student to successfully transition to Kindergarten. Families are given a take home kit that includes materials to complete early literacy and early math skill practice. In addition, all elementary school families have the opportunity to meet the teacher and drop off school supplies a day prior to the first day of school. Kindergarten families are also encouraged to attend "Kindergarten orientation" on this evening.

The transition to Russell Elementary for grades 3-5 is supported through many shared school events throughout the year hosted by the parent action team along with guided building tours for the students. Staff share a wealth of data including academic achievement, growth, suggested class groupings, current IEPs and 504s, current intervention plans,

Well-rounded Education

Additional Opportunities For Learning

School Transitions

current behavior/social/emotional needs, and extended learning plans.

Teachers are working with their grade level teams across the district to create curriculum maps, common formative and summative assessments and instruction plans. These plans are horizontally and vertically aligned. Collaboration time is built into the master schedule, with all staff given paid time to collaborate on Friday afternoons during contract hours. There are a variety of ways that teachers can access professional development opportunities. The district professional development committee provides professional development directly relating to the work teachers are doing has funds that teachers can apply for to attend professional development opportunities of their choosing, and the local teachers association has provided professional development for certified staff as well as specific professional development for paraprofessionals. Paraprofessionals are also encouraged to participate in any and all professional development activities that certified staff are invited to attend, and their participation is welcomed. School leaders participate fully in professional development activities, working in groups with teachers, providing guidance and clarification and helping with technical and facility issues. West Park does not have instructional coaches - one of the roles of the school principal is to serve as the instructional leader. Professional development decisions are made by the district professional development committee. They use feedback from administrators, grade level team committees, and individual teachers. Professional development that is presented at the district level is followed through at the school level. For example, teachers at West Park participated in professional development in the area of writing competency statements and learning targets, and now use and refine those competency statement and learning targets at the school level. This type of work impacts students daily. Educators must sign in at professional development activities both in the morning and in the afternoon.

Professional Development

Family and Community Engagement

Parent communication and community involvement is an important goal at West Park. Teachers send home a weekly folder filled with important parent information. The principal emails a weekly bulletin of important dates and happenings every Friday. The Moscow School District also uses a school wide messaging system that can call parents when needed. West Park maintains a school website and an active Facebook page. Teachers have conferences with parents twice a year. West Park encourages parent involvement in others ways including; hosting literacy activities at the school, holding Title I family nights, fundraisers and game and movie nights hosted by the Parent Action

Team. The leadership team reviews the plan annually and sets communication SMART goals that align with district communication goals. This includes forming a Title I parent group to review the Title I plan, make suggestions concerning communication, and helps delve into future budgeting needs.

Recruitment and Retention of Effective Teachers

West Park is proud to have a 100% certified staff that all meet Highly Qualified status. We work closely with our local Teacher Education program and have numerous practicum students, volunteers and teacher interns working in our school. The best and brightest are recruited to full-time employment whenever possible. The Moscow School District has worked hard to maintain a competitive pay scale and benefit package which draws teachers from surrounding areas.

Coordination and Integration With Other Programs

The Title I teacher works closely with classroom teachers and literacy initiative paraprofessionals to determine student placement, programming and schedules. The literacy initiative program coordinates its program with classroom teachers and the Title I program so that instruction is not duplicated. In addition, special education, English second language, extended learning, and counseling are all represented in the 3 large-scale data analysis meetings to ensure all programs are properly leveraged to encourage student success.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **Specific, Measurable, Attainable, Rigorous, and Time bound**. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need 1	Need Description: West Park needs a plan that includes math intervention that targets specific learning objectives and skills.		SMART Goal: For the 2023-2024 school year, 50%+1 of the kindergarten through second grade students at West Park Elementary will be proficient on the May iStation Math Assessment and/or the percent proficient will increase by 10% from fall to spring.		<input type="checkbox"/> Remove
	Evidence-Based Interventions: Discussion Topics				
	Intervention Strategy <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	Three intensive data meetings will occur throughout the year in which all math data on iStation will be analyzed to drive instruction and dictate individual students who will	Strong Evidence <input type="button" value="v"/>	iStation is a norm-referenced assessment met with the collaborative practice of data analysis.	All data is stored in a shared Drive so student performance can be tracked throughout the school year.	<input type="checkbox"/>

	receive extra intervention.	Students demonstrating intensive needs in math will be assigned to small group Title I intervention focused on learning gap targets highlighted in assessment data.	Intensive small group intervention will feature research-based practice and curriculum to target individual target areas of need.	All students receiving additional intervention will be progressed monitored weekly to measure growth and impact of additional intervention.	<input type="checkbox"/>
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	Need Description: West Park needs a plan that includes more core instruction time for literacy, as well as literacy interventions that target specific literacy standards and skills.	SMART Goal: For the 2023-2024 school year, 50%+1 of the kindergarten through second grade students at West Park Elementary will be proficient on the May ISIP and/or the percent proficient increase by 10% from fall to spring.	<input type="checkbox"/> Remove		
	Evidence-Based Interventions: Discussion Topics				
	Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	<input type="checkbox"/> Remove
Need 2	2-1 Three intensive data meetings will occur throughout the year in which all literacy data on iStation will be analyzed to drive instruction and dictate individual students who will receive extra intervention.	Strong Evidence ▼	iStation is a norm-referenced assessment met with the collaborative practice of data analysis.	All data is stored in a shared Drive so student performance can be tracked throughout the school year.	<input type="checkbox"/>
	2-2 Students demonstrating intensive needs in literacy will be assigned to small group Title I intervention focused on learning gap targets highlighted in assessment data.	Strong Evidence ▼	Intensive small group intervention will feature research-based practice and curriculum to target individual target areas of need.	All students receiving additional intervention will be progressed monitored weekly to measure growth and impact of additional intervention.	<input type="checkbox"/>

Need 3	Need Description: West Park needs a plan for more core instruction time for writing, as well as writing interventions that target specific writing standards and skills.	SMART Goal: Our SMART goal is: Every student at West Park will be assessed using formative assessments specific to reading learning targets being taught in the classroom. These assessments will be given for each learning outcome. Teachers will use this assessment data to determine	<input type="checkbox"/> Remove
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placement for intervention to best meet individual student needs.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
3-1 Staff at WPE will partner with its sister school to create a shared mnemonic to guide writing from K-5.	Strong Evidence <input type="checkbox"/>	Research shared from the Lee Pesky Learning Center will be utilized through professional development to design the school-wide writing plan.	Effectiveness will be measured through a weekly writing analysis conducted in grade level collaboration meetings. <input type="checkbox"/>

2. Identify the resource inequities which are barriers to improving student outcomes.

A curriculum that supports guided weekly writing practice. Lack of open spots for math intervention due to staffing. An aligned math assessment that better helps identify student need and next steps from an instructional perspective. In addition, the limited schedule for the English second language teacher along with inconsistent coverage for speech needs leaves very little room for creative and effective scheduling for students in need.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://msd281.org/westpark/wp-content/blogs.dir/8/files/sites/8/2011/12/SWIP.pdf>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

The SWIP plan will be monitored in the following ways; individual progress monitoring, grade level team input, and leadership team input. Data teams, which include classroom teachers, Special Education, Title I, Gifted and Talented, the school administrator, and the school counselor, meet three times a year to evaluate the effectiveness of the SWIP plan, instructional outcomes and student growth.

Upload Files

Files

◦ [WPE Instructional Master Schedule 2023_2024.pdf](#)

- [IRI](#)
- [English Learner Progress](#)

IRI Fall

2022-2023

Proficiency

School 51.8 %

District 65.4 %

State 56.7 %

2021-2022

Proficiency

School 48.4 %

District 60.0 %
State 51.0 %

2020-2021

Proficiency

School 54.8 %
District 60.0 %
State 49.6 %

IRI Spring

2022-2023

Proficiency

School 67.8 %
District 76.0 %
State 66.6 %

2021-2022

Proficiency

School 63.3 %
District 74.6 %
State 69.1 %

2020-2021

Proficiency

School 74.8 %
District 74.8 %
State 65.9 %

EL Proficiency

2022-2023

Percent of EL Students Reaching Proficiency

School 0.0 %
District 13.6 %
State 8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School 7.1 %
District 19.6 %
State 10.0 %

2020-2021

Percent of EL Students Reaching Proficiency

School 21.4 %
District 21.2 %
State 10.1 %

EL Progress

2022-2023

Percent of EL Students Making Progress

School 90.0 %
District 88.2 %
State 55.9 %

2021-2022

Percent of EL Students Making Progress

School	35.7 %
District	56.9 %
State	50.5 %

2020-2021

Percent of EL Students Making Progress

School	100.0 %
District	80.0 %
State	48.1 %