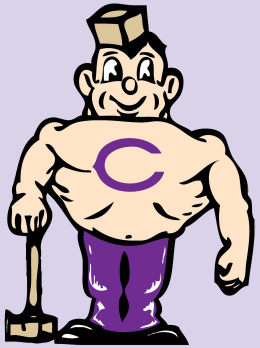
Westview Elementary School
School Improvement Plan
2025-2026



Westview Elementary School: SIP Year Review

Notable Year Accomplishments:

- Implementation of the new master schedule that included daily Tier II for Math and ELA in K-4.
- On the iReady Diagnostic, 69% of students were at or above grade level on the end of year assessment.
- Math Proficiency (Grades K–4): Students performing two or more grade levels below in Math dropped from 47 in the fall to 8 in the spring, showing significant academic gains across grade levels.
- Implementation of the Tier II/Tier III Behavior Framework.
- On the STAR assessment, our data indicates that 73.3% of students are at or above the proficiency level.
- The Spring BAS reading levels indicate that 67% of our K-4 students are on or above grade level.

Focus of Growth Opportunities:

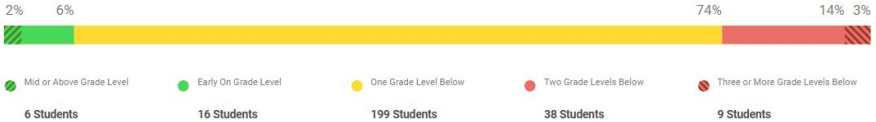
- Continue implementing Tier II for Math and ELA.
- Analyze and review schedule for possible time/staff for implementation of Tier III for Math.
- Intervention documentation for all Tier II and Tier III.
- Build inclusive classroom communities through teamwork and collaborative problem-solving.
- Focus on collaboration between general education and special education teachers to support student needs.

MATH

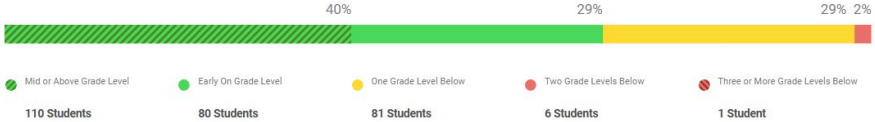
By the end of the 2025-2026 school year 55% of students will demonstrate at or above grade level as evidenced by the 5-level placement on the end of the year iReady diagnostic assessment.

69%

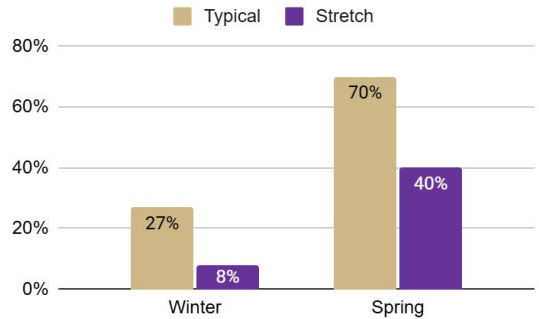
FALL



SPRING



By May 2065, 60% of Westview students will reach their typical growth for the school year.
By May 2026, 32% of Westview students will reach their stretch growth.



By May 2026, 80% of WV K-4 students will demonstrate mastery of essential standards, as evidenced by data tracking sheets or Otus.

83% Schoolwide M/E
Kdg ~ 89% **1st Grade** ~ 99% **2nd Grade** ~ 68%
3rd Grade ~ 89% Essential Standards
51% iReady Standards Mastery
4th Grade ~ 68% Essential Standards
79% iReady Standards Mastery

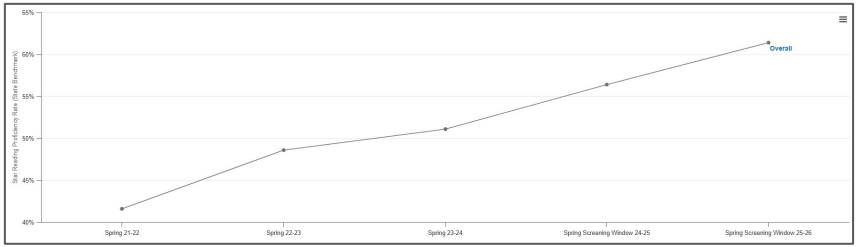
By May 2026, PreK Little Learners teachers will utilize the Teaching Strategies digital platform to document student mastery of math essential standards.

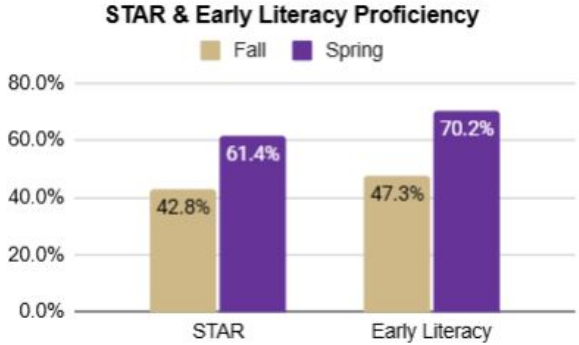
Target Met

- Continue utilizing Tier II staff support and add additional times.
- Continue implementing self-reporting systems for essential standards.
- Documentation of Tier II and Tier III interventions.
- Possibility of adding Tier III time for math.

ELA

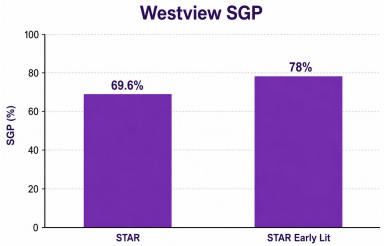
By the end of the 2025-2026 school year, the percent of students demonstrating at or above grade level performance will be 58% for STAR Reading and 75% for STAR Early Literacy.





By May 2026, 70% of students in grades 1-4 will demonstrate typical or above growth as measured by the STAR SGP report.

Average 74%



By May 2026, 58% of K-4 students will be at or above grade level as evidenced by Spring BAS levels.

67% Schoolwide At/Above

Kdg ~ 53%
1st Grade ~ 84%
2nd Grade ~ 75%
3rd Grade ~ 60%
4th Grade ~ 66%

By May 2026, PreK Little Learners teachers will utilize the Teaching Strategies digital platform to document student mastery of ELA essential standards.

Target met

- Tier II and Tier III times worked well, so continue following the master schedule.
- Adjust specials open time to implement additional Tier II sessions.
- K-2 will continue implementing UFLI Foundations beginning Fall 2026-2027 school year.
- 3rd grade will utilize UFLI as an intensive intervention as needed.
- Documentation of Tier II interventions.

SEL

By the end of the 2025-2026 school year, the number of students identified as “low risk” according to the SAEBRS and mySAEBRS screeners will be 80%.

81.6% of the students were identified as “low risk” on the SAEBRS screener.

87.6% of the students were identified as “low risk” on the mySAEBRS screener.

Following both the fall and winter screening windows, K-4 grade level teams will utilize data to refer students for Tier II support.	Classroom teachers referred students for Tier II support following both fall and winter screenings.	• PBIS Tier II team will review Behavior Framework for next school year. • Analyze data and refer students to counseling services with Mrs. Lair based on High Risk data from SAEBRS. • Implement behavior incentives throughout the spring to encourage positive behaviors. • Build inclusive classroom communities through teamwork and collaborative problem-solving.
By the end of the 2nd Quarter, all students identified as needing support through the implementation of the Know Me, Know My Name activity will be assigned a staff mentor.	29/29 students identified as needing support were assigned a staff member. • Check in/Check out • Lunch • Hallway conversations	
Staff will implement the Tier II Behavior Framework and collaboratively review data to monitor its effectiveness in improving student behavior outcomes and supporting Tier II interventions.	By implementing the Tier II Behavior Framework, our behavior discipline reports are down by 3% from the previous school year. Our PBIS Tier II team met to review data. In the early spring, we implemented an additional weekly incentives to encourage positive behavior.	