









"Goals should be collaboratively built and passionately agreed upon."  
- Jack Baldermann

# HEAT MAP

## 2020-21

## Westgate

| Your Targeted Outcomes   | Summative Tools    | Data Point  |  |                                | Actions/Drivers   | Formative Tools  | Ongoing Checks  |  |  |                 | Notes & Celebrations    |
|---|---|--|--|--------------------------------|--|--|--|--|--|-----------------|--|
|   |   | Building (Year Data Collected)   |  | Results                        |  |  | Last   | Fall   | Winter   | Spring          |  |
|   |   | 19-20  | 20-21  |                                |  |  | 19-20 Winter   |  |  |                 |  |
| <p>Ensure continued excellence in District, state and national assessments, with a focus on</p> <p><b>Math (Core Strategy 1)</b></p> <p>Increase student growth and achievement on math (50-60% or higher of our students will meet Growth on MAPS)</p> <p>(80% of K-2 students will meet 80% on Fastbridge Assessment)</p> <p>Increase student growth and achievement in math on NSCAS from 34% to 44% of students proficient.</p> | <p><b>MAP 3-6 (Winter) RIT</b></p> <p>**Typically, this would be NSCAS 3-8 but no data for 19-20 or 20-21</p>   | 3: 195.5<br>4: 201.5<br>5: 208.2<br>6: 221.2   | 3: 189.7<br>4: 198.1<br>5: 206<br>6: 203.9   | To be completed summer of 2021 | <ul style="list-style-type: none"> <li>Continued focus on High-Quality Instruction through the implementation of walk-throughs and targeted Professional Development</li> <li>Elementary new math adoption of Into Math</li> <li><a href="#">Piloting Do The Math Intervention</a></li> <li><a href="#">Weekly PLCs</a></li> <li>Increasing Technology integration to check for understanding and provide immediate feedback</li> <li><a href="#">WG Design Team-Math</a></li> <li>Utilizing Collaborative Teams</li> <li>Rocket Math/Xtra Math /IXL daily</li> <li>Implementing Flex Grouping</li> <li>Spring Math Class-wide Intervention-grade level determined by Benchmark data Spring of 2020 and 2021</li> <li>Professional Development for staff to support district math adoption-3 times in 2020-2021</li> </ul> | <p><b>K-6 FAST (% Benchmark)</b></p> <p>K: EarlyMath</p> <p>1: EarlyMath</p> <p>2: Automaticity</p> <p>3: Automaticity</p> <p>4: aMath</p> <p>5: aMath</p> <p>6: aMath</p> | K. 69%<br>1. 55%<br><br>2. 44%<br>3. 55%<br>4. n/a<br>5. n/a<br>6. n/a                             | K. 55%<br>1. 50%<br><br>2. 13%<br>3. 44%<br>4. 37%<br>5. 32%<br>6. 43%                     | K: 45%<br>1: 49%<br><br>2. 23%<br>3. 25%<br>4. 32%<br>5. 31%<br>6. 27%                     | Coming May 2021 | <p>*Intervention Groups determined and set up starting Q2 with Title Math and Special Education receiving consistent training to ensure fidelity.</p> <p>*Math PLC's beginning Quarter 2</p> <p>*Small Group Instruction based on data from benchmark and MAPS data</p> <p><a href="#">*Westgate Professional Development Plan 2020-2021</a></p>   |
| <p>Ensure continued excellence in District, state, and national assessments, with a focus on</p> <p><b>Reading (Core Strategy 1)</b></p> <p>Ensure continued excellence in district, state and national assessments, with a focus on</p>  | <p><b>MAP 3-6 (Winter) RIT</b></p> <p>**Typically, this would be NSCAS 3-8 but no data for 19-20 or 20-21</p> <p><b>FAST (winter) K-6 % Benchmark</b></p> <p>K-1: EarlyReading</p> <p>2-3: CBM</p> <p>4:6: aReading</p> | 3: 194.9<br>4: 201.7<br>5: 206.7<br>6: 216.0   | 3: 194.8<br>4: 201.6<br>5: 208.4<br>6: 203.4 | Coming May 2021                | <ul style="list-style-type: none"> <li>Consistent use of FAST and MAP for screener and pre-assessment strategies</li> <li>Continued focus on High-Quality Instruction through the implementation of walk-throughs and target Professional Development</li> </ul>   | <p>K-6 FAST Proficiency % at/above Benchmark on Early Reading Composite &amp; CBM (with 95% of these students maintaining benchmark across the year</p>                    | Early Reading<br>K: 94%<br>1: 68%<br>CBM<br>2: 61%<br>3: 69%<br>4: 66%<br>5: 55%<br>6: 66%         | Early Reading<br>K: 41%<br>1: 53%<br>CBM<br>2: 47%<br>3: 56%<br>4: 53%<br>5: 65%<br>6: 50% | Early Reading<br>K: 68%<br>1: 68%<br>CBM<br>2: 58%<br>3: 70%<br>4: 55%<br>5: 58%<br>6: 55% | Coming May 2021 | <p>*Teams participated in small reading training provided by our reading coordinators and instructional coaches designed for K-2 and 3-6th. Staff watched videos prepared by District Instructional Coach modeling Small Group Reading provided and reflecting on these videos. In the third quarter, staff will then record themselves teaching and reflect on the elements of Small Group Reading. In addition, classroom teachers will view Small</p> |



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|  |   |   |   |  |   |   |   |   |   |                               |  |   |
|--|---|---|---|--|---|---|---|---|---|-------------------------------|--|---|
| <p>meeting reading benchmarks.</p> <p>Increase student growth and achievement on reading (60% or higher of our students will meet Growth on MAPS)</p> <p>(80% of K-2 students will meet 80% on Fastbridge Assessment)</p> <p>Increase student growth and achievement in reading on NSCAS from 48% to 53% of students proficient.</p> |   | <p>2: 61%</p> <p>3: 69%</p> <p>aReading</p> <p>4: 58%</p> <p>5: 56%</p> <p>6: 67%</p>   |   |  | <ul style="list-style-type: none"> <li>Interventions at all levels based on student reading achievement levels/needs</li> <li>Increasing Technology integration to check for understanding and provide immediate feedback</li> <li><a href="#">WG Design Team-Reading</a></li> <li><a href="#">Collaborative Teams in MTSS Meefings</a></li> <li><a href="#">Weekly PLCs</a></li> <li>K-3 Intensive Reading Block Support</li> </ul>  | <p>To measure that all students are making appropriate growth, we will monitor the percentage of students achieving one year's growth or more, within one year's time, as measured by the K-6 FAST Group Growth report.</p> <p>(aka: % of students making typical/aggressive growth from fall to winter/spring)</p> <p>To further measure that the gap is closing for our special education students (SWD), we will monitor the percentage of students improving risk categories (i.e. moving from high risk to some risk, or some risk to low risk), as compared to the general student population</p> | <p>K: 87%</p> <p>1: 63%</p> <p>2: 63%</p> <p>3: 68%</p> <p>4: 46%</p> <p>5: 56%</p> <p>6: 73%</p>                           |   | <p>Winter</p> <p>K: 86%</p> <p>1: 65%</p> <p>2: 62%</p> <p>3: 72%</p> <p>4: 45%</p> <p>5: 67%</p> <p>6: 64%</p> | <p>Coming</p> <p>May 2021</p> |  | <p>Group Reading videos and reflect on implementing it in their classrooms.</p> <p>Grade Teams collaborated for FAST PLC's and MTSS Instructional Data Meetings and have created action plans to hit targeted goals for benchmarking data per grade level.</p> <p>Staff Development on Opportunities to Respond provided to all staff. Next step, teachers are collaborating with Instructional Coach in a data collection and reflection about Opportunities to Respond in their classroom.</p> <p><a href="#">*Westgate Professional Development Plan 2020-2021</a></p> |
| <p>Promote the social-emotional well-being of staff and students</p>   | <p>% Not at risk on teacher and student PBIS screener (winter - winter data) (internalizing, externalizing)</p> <p>Office Referral Data (Suspensions, disproportionality)</p> <p>Walk through data (annual date)</p> <p>Employee Engagement</p> | <p>K: 83%</p> <p>1: 84%</p> <p>2: 89%</p> <p>3: 85%</p> <p>4: 90%</p> <p>5: 94%</p> <p>6: 72%</p> <p>639</p> <p>4.8/min</p> <p>1- 91%</p> | <p>K: 79%</p> <p>1: 93%</p> <p>2: 73%</p> <p>3: 92%</p> <p>4: 94%</p> <p>5: 90%</p> <p>6: 68%</p> <p>7.43/min</p> <p>1- 96%</p> |  | <ul style="list-style-type: none"> <li>MySAEBRS and building use of decision rules for intervention (1:1, small group, large group intervention)</li> <li><a href="#">WG Design Team-PBIS</a></li> <li><a href="#">PBIS Student Belonging Survey</a></li> <li>Behavioral Health Series</li> <li>Collaborative Teams</li> <li>Cultural Well-Being series</li> <li>Restorative Circles</li> <li>Student and Staff Incentives</li> </ul> | <p>% Not at Risk on <b>Teacher &amp; Student PBIS Screener</b> (internalizing, externalizing)</p> <p>Office Referral Data</p> <p>% engagement/OTR (formative walkthroughs)</p>  | <p>K: 83%</p> <p>1: 84%</p> <p>2: 89%</p> <p>3: 85%</p> <p>4: 90%</p> <p>5: 94%</p> <p>6: 72%</p> <p>639</p> <p>4.8/min</p> | <p>K: 77%</p> <p>1: 93%</p> <p>2: 73%</p> <p>3: 89%</p> <p>4: 100%</p> <p>5: 95%</p> <p>6: 85%</p> <p>69 (Q1)</p> <p>7.43/min</p> | <p>K: 79%</p> <p>1: 93%</p> <p>2: 73%</p> <p>3: 92%</p> <p>4: 94%</p> <p>5: 90%</p> <p>6: 68%</p> <p>86(Q2)</p> |                               |  | <ul style="list-style-type: none"> <li></li> </ul>  |



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|   | 1-I have at least one person at my [school/building] who I can go to when I need encouragement, advice, help, and/or support.  | 2- 89%                       | 2- 96%                       |  |  | # of sick days (staff)  | 19-20<br>330 days  | 20-21<br>100 days        |                           |           |    |  |  |
|---|--|------------------------------|------------------------------|--|--|---|--|--------------------------|---------------------------|-----------|----|--|--|
|   | 2- I enjoy working at Westside.  |                              |                              |  |  |   |  |                          |                           |           |    |  |  |
| <b>Grow a building culture that values, demonstrates, and promotes a sense of belonging and dignity</b> | District and building representatives serve on belonging and dignity task force teams. (Develop a sense of current reality, build common vocabulary)   |                              |                              |  | <ul style="list-style-type: none"> <li>• <a href="#">PBIS Student Belonging Survey</a></li> <li>• Learn, grow, and cultivate a building-wide understanding and action plan around belonging and dignity</li> <li>• monthly learning opportunities for staff</li> <li>• Design Team book study with <i>Belonging Through a Culture of Dignity</i></li> <li>• Staff Attend Post-COVID plans for 2021 calendar year developed, which could include John Krownapple Keynote, John Krownapple led 3-day presentation with work group members from each building in the district pending successful keynote</li> <li>• Regular sharing and celebrations through Building meetings</li> <li>• Offer inclusive and Special Olympics Unified activities/athletic opportunities available to students</li> </ul> | Our Heat Map includes a goal related to belonging and dignity | Yes  |                          |                           |           |    |  |  |
|   | <b>Belonging and engagement climate survey questions.</b>  |                              |                              |  |  | Our design teams have read <i>Belonging Through Dignity</i>   | Completed by Aug 2021  |                          |                           |           |    |  |  |
|   | 1- I feel welcome at my [school, building]<br>Student:<br>Staff:   | 1-<br><b>Student:</b><br>84% | 1-<br><b>Student:</b><br>85% |  |  |   | First semester: teams develop a shared understanding and vocabulary                                  | Completed by August 2021 |                           |           |    |  |  |
|   | 2- I feel like I belong among my peers at my [school, building]<br>Student:<br>Staff:  | 2-<br><b>Student:</b><br>74% | 2-<br><b>Student:</b><br>75% |  |  |   | Student Belonging Survey   | N/A                      | 83%-Q2<br>(210 responses) | Coming Q4 | NA |  |  |
|   | <b>Identify areas of disproportionate academic, disciplinary, and special education eligibility practices</b>  | <b>Staff:</b><br>91%         | <b>Staff:</b><br>98%         |  |  |   | Second semester: Use baseline survey in January to develop action steps                              | N/A                      |                           |           |    |  |  |
|   | 1)Discipline disproportionality - Risk Ratio for Students who are OSS/Expulsion and Black/AA<br><br>2)Special Education disproportionality in overidentifying students of color in the area of Emotional Disturbance | <b>Staff:</b><br>86%         | <b>Staff:</b><br>94%         |  |  |   | Data dig and reflection on disproportionality; quantitative and qualitative data for self-assessment | N/A                      |                           |           |    |  |  |