

# Western Grove Elementary SLIP 2025–2026

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## **Priority 1.1: Access to Core Instruction**

Goal: Ensure all students have access to high-quality instructional materials (HQIM) and aligned professional learning to support effective ELA and math instruction.

ELA Curriculum:

- Core Knowledge Language Arts (CKLA) – Amplify (2017)
  - Grades: K–5
  - Professional Learning Providers: Bailey Education Group (K–2), Amplify Education (3–6)

Math Curriculum:

- enVision Mathematics – Savvas (2024)
  - Grades: K–6
  - Professional Learning Provider: Savvas Learning Company

## **Priority 1.3: Tier II Interventions – Literacy**

Supplemental Literacy Programs:

- K–3: Core5 Reading – 4th Edition (2020)
- 4–6: PowerUp Literacy – 2.5 Edition (2020)
- Professional Learning: Bailey Education Group

Dyslexia Programs:

- K–5: Connections: OG in 3D – 9th Edition (2007)
- 6th Grade: Wilson Reading System – 4th Edition (2018)
- Professional Learning: Bailey Education Group

Action Steps:

1. Implement Lexia programs with targeted small groups based on reading screening and diagnostic results.
2. Provide dyslexia intervention by trained staff in OG in 3D and Wilson Reading.
3. Monitor student progress bi-weekly using Lexia and skill-based data trackers.

## **Priority 1.4: Tier III Interventions**

Goal: Strengthen supports for students with significant skill gaps.

Strategies:

- Use diagnostic assessments to create intensive skill-based groups.
- Provide 1:1 or very small group instruction using intervention programs.
- Maintain individual learning plans for Tier III students and review monthly with staff and families.

## **Priority 1.5: Assessment Systems**

Universal Screening:

- ATLAS Screeners (K–2)
- IXL

Diagnostic Tools:

- STAR Skill Check
- enVision Math Diagnostic

Progress Monitoring:

- Bi-weekly for Tier II and Tier III students.
- PLCs analyze trends and individual growth monthly.

## **Priority 1.6: Educator Effectiveness**

Goal: Support high-quality teaching through training, coaching, and evaluation.

Strategies:

- Ensure all staff receive ongoing HQIM and intervention training.
- Conduct monthly classroom walkthroughs focused on fidelity to core and intervention programs.
- Use coaching cycles for new or struggling teachers with support from PD providers.
- Incorporate teacher goal-setting tied to student growth.

## **Evidence of Goal Attainment**

Goal progress will be monitored using multiple sources of data including:

- Benchmark assessments (e.g., DIBELS, ATLAS, Lexia, enVision topic assessments)
- Intervention progress monitoring (bi-weekly tracking)
- Classroom observation and walkthrough data
- PLC team analysis of student work and growth data
- Stakeholder feedback from students, staff, and families

Successful goal attainment will be indicated by:

- Increased proficiency rates on standardized and benchmark assessments

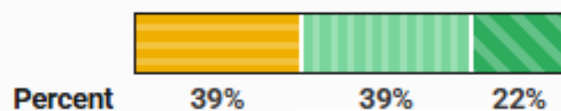
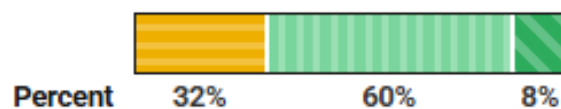
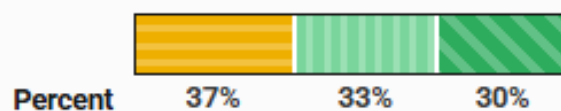
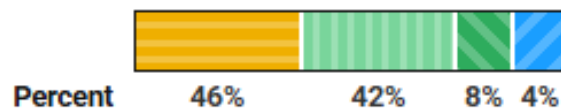
- Reduction in the number of students requiring Tier II and III interventions
- Observable improvements in instructional quality and curriculum fidelity
- Meeting or exceeding district-determined improvement benchmarks

## ATLAS Data Review

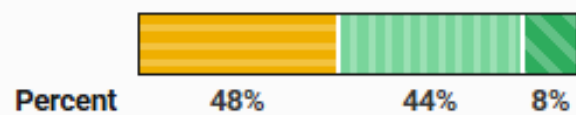
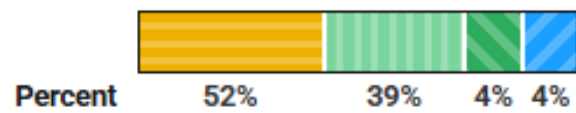
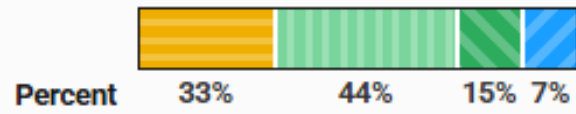
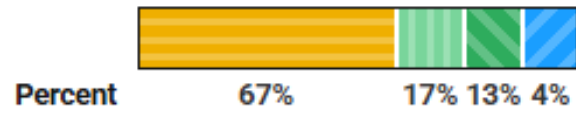
ATLAS data will be reviewed each quarter to inform instruction and interventions. Teachers and leaders will use the platform to:

- Identify student strengths and areas of concern
- Group students for Tier II/III support based on performance trends
- Adjust instruction and pacing based on real-time data
- Monitor longitudinal progress and inform parent communication

### ATLAS ELA Summative 2025



## ATLAS Math Summative 2025



## ATLAS Science Summative 2025

