

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

Eastside Elementary School-Cabot NCES - 50375000124

Cabot School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)		
Status	Not a priority or interest		
Assess	Level of Development:	Initial: No development or Implementation 03/04/2016	
		Not a priority or interest	
	Explain why not a Priority or Interest:	Our school as a fully functioning leadership team that meets regularly. We do not have a need at this time for a policy that mandates the team.	
	Added date:		
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 3/20/2015		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
		Objective Met - 03/20/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school has a core leadership team, grade level teams, a Response to Intervention team, Staff meetings, embedded professional development sessions, Kid-Talk meetings, and a Student-Leadership team. All teams prepare agendas and keep notes or work from a standard task list and document during the meeting.	
Plan	Assigned to:	Carol Skiba	
	How it will look when fully met:	Agendas and minutes of the following teams will be collected: core leadership team, grade level teams, a Response to Intervention team, Staff meetings, embedded professional development sessions, Kid-Talk meetings, and a Student-Leadership team.	
	Target Date:	03/31/2015	
	Tasks:		

		1. Agendas and or standard task list will be used during all team meetings.	
		Assigned to:	Carol Skiba
		Added date:	03/20/2015
		Target Completion Date:	03/31/2015
		Frequency:	weekly
		Comments:	
		Task Completed:	3/20/2015 12:00:00 AM
		2. Minutes and/or action steps will be documented and turned in to administrators for documentation and review.	
		Assigned to:	Carol Skiba
		Added date:	03/20/2015
		Target Completion Date:	03/31/2015
		Frequency:	weekly
		Comments:	
		Task Completed:	3/20/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	3/20/2015	
	Experience:	3/20/2015 Agendas have helped us keep meetings on task and completed in a minimum amount of time. Staff feel comfortable and knowledgeable about the expectations of their scheduled meetings.	
	Sustain:	3/20/2015 We will continue to review and observe during meetings and collect minutes and agendas.	
	Evidence:	3/20/2015 Evidence attached will include examples of agendas and minutes from each type of meeting.	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Objective Met 12/11/2014		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
		Objective Met - 12/11/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have a school leadership team that meets one time a month. The leadership team consists of 12 members and because of the size, it can be difficult to gather all the members and make decisions efficiently. We are currently forming a core leadership team that will meet twice a month and provide overall guidance to the school teams as a whole.	
Plan	Assigned to:	Stacy Allen	

	How it will look when fully met:	We will have grade level team meetings, monthly embedded professional development sessions, monthly 'Kid-Talks', a consistent RTI team formed that meets monthly, a new guidance committee formed to implement a new school-wide character education program, and monthly school leadership team meetings. A core leadership team will be form and meet bi-weekly to oversee all other school committees.
	Target Date:	12/31/2014
	Tasks:	
	1. Appoint grade level team chairs to serve on the school leadership team and coordinate information.	
	Assigned to:	Stacy Allen
	Added date:	10/23/2014
	Target Completion Date:	12/31/2014
	Comments:	
	Task Completed:	11/12/2014 12:00:00 AM
	2. Grade level team chairs will schedule planning meetings twice a month.	
	Assigned to:	Grade level team chairs
	Added date:	10/23/2014
	Target Completion Date:	12/31/2014
	Frequency:	twice monthly
	Comments:	
	Task Completed:	11/12/2014 12:00:00 AM
	3. Grade level team chairs will document planning meetings and share the documentation with administrators.	
	Assigned to:	Grade level team chairs
	Added date:	10/23/2014
	Target Completion Date:	12/31/2014
	Frequency:	twice monthly
	Comments:	
	Task Completed:	11/12/2014 12:00:00 AM
	4. Grade level team chairs will keep a binder of sign-in sheets from planning meetings on file.	
	Assigned to:	Grade level team chairs
	Added date:	10/23/2014
	Target Completion Date:	12/31/2014
	Frequency:	twice monthly
	Comments:	
	Task Completed:	11/12/2014 12:00:00 AM
	5. Administrators will organize monthly embedded professional development sessions from grade level needs.	
	Assigned to:	Stacy Allen
	Added date:	10/23/2014

		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	6. Agendas and/or handouts will be prepared for monthly embedded professional development sessions.		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	7. Sign-in sheets will be used and kept of file for documentation of attendance to monthly embedded professional development sessions.		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	8. Grade level teams and other key staff will meet once a month for 'Kid-Talks.'		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	9. Sign-in sheets will be used as documentation for monthly 'Kid-Talk' meetings.		
		Assigned to:	Grade level team chairs
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	10. A Response to Intervention (RTI) team will be formed to address the needs of struggling students.		
		Assigned to:	Carol Skiba
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Comments:	

		Task Completed:	11/12/2014 12:00:00 AM
	11. Classroom teachers will collaborate with administration and key staff to sign-up students to be presented to the RTI team.		
		Assigned to:	Carol Skiba
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	12. The RTI committee will use sign-in sheets as documentation of attendance.		
		Assigned to:	Carol Skiba
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	13. The RTI committee will communicate their recommendations for individual students to classroom teachers.		
		Assigned to:	Carol Skiba
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	14. A school leadership team will meet once a month. The team will consist of all grade level team chairs, key staff, interventionists, G/T representation, SPED representation, activity teacher representation, the school counselor, and administration.		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	15. Agendas and/or handouts will be prepared for the school leadership team.		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM

	16. Minutes will be recorded at the school leadership team meetings.
	Assigned to: Stacy Allen
	Added date: 10/23/2014
	Target Completion Date: 12/31/2014
	Frequency: monthly
	Comments:
	Task Completed: 11/12/2014 12:00:00 AM
	17. Grade level team chairs will be responsible for sharing information from the school leadership team meetings.
	Assigned to: Grade level team chairs
	Added date: 10/23/2014
	Target Completion Date: 12/31/2014
	Frequency: monthly
	Comments:
	Task Completed: 11/12/2014 12:00:00 AM
	18. Sign-in sheets will be used as documentation of attendance for school leadership team meetings.
	Assigned to: Stacy Allen
	Added date: 10/23/2014
	Target Completion Date: 12/31/2014
	Frequency: monthly
	Comments:
	Task Completed: 11/12/2014 12:00:00 AM
	19. A guidance committee will be formed to guide implementation of the new school-wide character education program and gather teacher feedback.
	Assigned to: Amanda Cross
	Added date: 10/23/2014
	Target Completion Date: 12/31/2014
	Frequency: three times a year
	Comments:
	Task Completed: 11/12/2014 12:00:00 AM
	20. Agendas will be created for the guidance committee meetings.
	Assigned to: Amanda Cross
	Added date: 10/23/2014
	Target Completion Date: 12/31/2014
	Frequency: three times a year
	Comments:
	Task Completed: 11/12/2014 12:00:00 AM
	21. Minutes will be recorded at the guidance team meetings.
	Assigned to: Amanda Cross

		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	three times a year
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	22. A Core Leadership Team will be formed and meet bi-weekly to guide and coordinate all other team meetings.		
		Assigned to:	Stacy Allen
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	23. Agendas will be prepared for the Core Leadership Team Meetings.		
		Assigned to:	Amanda Midkiff
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	24. Sign-in sheets will be used for documentation of attendance to Core Leadership Team meetings.		
		Assigned to:	Amanda Midkiff
		Added date:	10/23/2014
		Target Completion Date:	12/31/2014
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/11/2014
	Experience:		12/11/2014 By setting up varying levels of committees and teams, we have been able to discuss the needs of students in multiple ways and settings. We have also been able to efficiently address the academic and instructional needs of students and staff.
	Sustain:		12/11/2014 Teams and committees will continue to meet on a regular basis. The administration will continue to monitor all agendas and minutes.
	Evidence:		12/11/2014 The teams and committees are meeting regularly and are self-sufficient.
School Leadership and Decision Making			

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE07 - The principal monitors curriculum and classroom instruction regularly.(58)

Status Objective Met 1/9/2015

Assess	Level of Development:	Initial: Limited Development 11/11/2014
		Objective Met - 01/09/2015
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal is currently scheduling and conducting TESS observations and has established guidelines for embedded planning sessions and team meeting sessions.
Plan	Assigned to:	Stacy Allen
	How it will look when fully met:	All teachers will have completed their professional growth plans. Formal and informal observations will be completed based upon evaluation track placement. A spreadsheet will show when evaluations are completed. This ongoing data will be used to formulate personal and building goals for all certified staff members. Sign-in sheets and agendas will prove attendance of embedded sessions and team meetings. Professional development sessions will be based off of school needs and professional growth plans.
	Target Date:	05/31/2015
	Tasks:	
	1. A document will be created to show components of teacher schedules.	
	Assigned to:	Stacy Allen
	Added date:	11/12/2014
	Target Completion Date:	12/31/2014
	Comments:	
	Task Completed:	12/18/2014 12:00:00 AM
	2. The principal will create a spreadsheet of where teachers are in the evaluation cycle.	
	Assigned to:	Stacy Allen
	Added date:	11/12/2014
	Target Completion Date:	12/31/2014
	Comments:	
	Task Completed:	12/18/2014 12:00:00 AM
	3. The principal will create an embedded plan to meet the needs of teachers. The sessions will focus on the professional growth plan of teachers.	
	Assigned to:	Stacy Allen
	Added date:	11/12/2014

		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		4. The principal will create a team meeting agenda/minutes form to be completed during team meetings.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		5. The principal will create a schedule for informal observations.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		6. The principal will create a schedule for post-conferences of observations.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		7. The principal and APIF will conduct informal evaluations.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	05/31/2015
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		8. The principal and APIF will conduct formal evaluations.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	05/31/2015
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		9. Team meetings will be held that are based on curriculum and student needs.	
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	05/31/2015
		Frequency:	monthly

		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	10. Embedded sessions will be held that focus on the professional growth plans of teachers.		
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	05/31/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	11. The principal and APIF will conduct post-conferences of observations.		
		Assigned to:	Stacy Allen
		Added date:	11/12/2014
		Target Completion Date:	05/31/2015
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/9/2015
	Experience:		1/9/2015 The Principal monitors all lesson plans that are turned in weekly and provides feedback when needed. The Principal observes all teachers through formal and informal observations to ensure classroom instruction is aligned to the curriculum.
	Sustain:		1/9/2015 Lesson plans will continue to be monitored weekly. Formal and Informal observations are ongoing. The Principal will meet with teachers in pre and post conferences to discuss curriculum and classroom instruction. The Principal will continue to attend grade level team meetings to monitor collaboration.
	Evidence:		1/9/2015 Lesson plans have been turned in and continue to be required weekly. Observations as well as pre and post conferences are documented. Grade level team meeting agendas are turned in weekly.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development	10/16/2015
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of developing a calendar for peer observations. We will use the data collected from peer observations as well as administrators observations to plan future embedded sessions and guide Professional Learning Communities.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/16/2015	
	Evidence:	Teachers have completed their Professional Growth Plans based on evidence from Bloomboard. Each professional growth plan contains three goals. The first goal is based on personal needs, the second and third goals are based on building needs. Teacher will be evaluated on their three goals using TESS observations. Formal and informal observations will help to decide the professional growth plans for the next school year.	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/16/2015	
	Evidence:	We have monthly embedded sessions that focus on building goals and needs. We also have Professional Learning Communities several times a month that are based on grade level and team needs. Administrators will continue to analyze observation data and differentiate embedded sessions as needed.	
	Added date:		
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	No decision has been made Tasks completed: 6 of 6 (100%)		
Assess	Level of Development:	Initial: Limited Development 01/09/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the brainstorming and planning stages of an after school tutoring program.	
Plan	Assigned to:	Stacy Allen	
	How it will look when fully met:	Selected students based on observations and data will be offered the opportunity to participate in a program called "Knock it out of the PARCC." The program will be designed to give students who need extra support an additional instructional opportunities. It will be offered two hours per week after school until April 23rd. Sixteen sessions will be offered.	
	Target Date:	04/23/2015	
	Tasks:		
	1. Teachers will use observations and data to recommend students.		
	Assigned to:	Stacy Allen	
	Added date:	03/30/2015	
	Target Completion Date:	03/15/2015	
	Comments:		
	Task Completed:	3/31/2015 12:00:00 AM	
	2. Administrators planned the logistics and sent home student permission forms.		
	Assigned to:	Stacy Allen	
	Added date:	03/30/2015	
	Target Completion Date:	03/15/2015	
	Comments:		
	Task Completed:	3/31/2015 12:00:00 AM	
	3. Administrators contacted parents of students whose forms were not returned.		
	Assigned to:	Stacy Allen	
	Added date:	03/30/2015	
	Target Completion Date:	03/15/2015	
	Comments:		
	Task Completed:	3/31/2015 12:00:00 AM	
	4. Teachers had a planning session to develop curriculum.		
	Assigned to:	Stacy Allen	
	Added date:	03/30/2015	
	Target Completion Date:	03/15/2015	
	Comments:		
	Task Completed:	3/31/2015 12:00:00 AM	
	5. Resources were purchased to support curriculum.		
	Assigned to:	Stacy Allen	

		Added date:	03/30/2015
		Target Completion Date:	03/15/2015
		Comments:	
		Task Completed:	3/31/2015 12:00:00 AM
	6. The computer lab will be opened every weekday before school (7:30a.m. - 7:50a.m.) for 4th grade students to have additional time on learning objectives.		
		Assigned to:	Stacy Allen
		Added date:	10/16/2015
		Target Completion Date:	05/13/2016
		Comments:	
		Task Completed:	3/16/2016 12:00:00 AM
Implement	Percent Task Complete:		100%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator **IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess Level of Development: Initial: Full Implementation 03/04/2016

Evidence: Administrators in all elementary buildings work closely with the Director of Personnel to ensure that all certified personnel meet HQT requirements for the position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel works with the Director of Professional Development to create a plan for the teacher. The building administrator and the personnel department work together to monitor the teacher's progress on his/her plan.

Added date:

Opportunity to Learn

Post-Secondary School Options

Indicator **VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess Level of Development: Initial: Full Implementation 12/08/2015

	Evidence:	<ol style="list-style-type: none"> 1. Review SmartCore in the Report to the Public at the beginning of each school year. 2. All teachers use common core state standards to prepare students for college and career readiness. 3. We invite local professionals from different career fields to expose students to different occupations. (Police Officers, Fireman, Veterans, Farmers, Musicians, Politicians) 4. Eastside classrooms host student interns from junior high and high school campuses. 5. School clubs that teach leadership are organized to provide exposure to the world of work. (K-Kids and Student Ambassadors) 6. A student school leadership team is utilized as a small learning committee in which students and administrators come together to collaborate. 7. We will host 'My Future Story Week' where we learn about career opportunities and post-secondary educational opportunities. 8. The students in the GT Program visit Harding University for a day trip. <p>We will continue to expose students to different occupations and utilize common core state standards to prepare our students for college and career readiness. We will continue informing parents about SmartCore at the beginning of each school year. As an elementary school, we will continue to expose students to different occupations to help build and expand their future stories.</p>
		Added date:

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 01/19/2016

	Evidence:	The district's curriculum specialists and committees of teachers have created pacing guides for each grade level and subject area that correlates to CCSS. These pacing guides also include activities, resources, and assessments for each unit of instruction. To ensure that the curriculum and pacing guides are used effectively, team meetings are held to discuss progress and implementation. Lesson Plans are monitored and feedback given as necessary. Professional Learning Communities (PLC) are focused on collaboration and continued conversations regarding curriculum implementation. Embedded sessions are focused on the building goal of formative assessments.
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Added date:

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/10/2015
	Evidence:	<p>For literacy, we follow a district wide Reading Assessment Schedule that includes Beginning, Middle, and End of the Year testing. The assessments include DIBELS Next, Assessment of Phonological and Phonemic Awareness, Letter Identification/Sounds Assessment, Print Concepts Assessment, Developmental Reading Assessment, Developmental Spelling Analysis, Kindergarten Assessment of Spelling, and Ark. Raptic Automatized Naming Assessment. Running records and fluency checks are also used monthly to assess students and plan instruction. All scores are entered into a school-wide Google Spreadsheet.</p> <p>The reading intervention program is designed to address the reading process and be flexible for students as they need it throughout the year. Classroom teachers and interventionists administer district assessments at the beginning of the year. Grade level teams and the interventionist rand all students in the grade level and determine those students with the greatest need. During the school year, classroom teachers refer students for literacy intervention using a student referral form. Assessments that are taken into consideration are:</p> <ul style="list-style-type: none"> • Kindergarten – PCA, LISA, teacher observation of Phonemic Awareness, DIBELS, stage of writing, DRA, Guided Reading level (2nd Semester) • 1st Grade – PCA, LISA, teacher observations of Phonemic Awareness, DIBELS, DRA, Guided Reading level, stage of writing • 2nd – 4th Grades – DRA, Guided Reading level, DIBELS (2nd grade), writing samples <p>Running records and DIBELS are used to progress monitor students throughout the year. Small groups of no more than 5 students meet daily for 30 minute sessions with an interventionist. Students may be grouped across grade level classrooms based on student need. The instructional components for K-1 include assisted learning group, emergent literacy groups, interactive writing groups, or guided reading plus groups. The instructional components for 2-4 included guided reading plus groups, comprehension focus groups, fluency groups, or writing process push-ins.</p> <p>Based on this years beginning of the year assessments, 22 Kindergarteners, 36 first graders, 20 second graders, 18 third graders, and 10 fourth graders were placed in literacy intervention. Targeted interventions are developed to address weaknesses and may include any portions of the 5 strands of CCSS reading standards for each grade level.</p> <p>For math, students are assessed at the end of each Engage NY module. Teams meet to discuss student progress during Team meetings and Professional Learning Communities. Interventionist and Teachers target below level and/or bubble kids. Additional tests are given as needed. Exit</p>

			<p>tickets are used several times throughout the week to monitor student progress and to adjust instruction.</p> <p>The math intervention program is designed to build number sense and be flexible for students as they need it throughout the year. Second and third graders that scored within the 30th to 50th National Percentile Rank were identified as possible candidates as well as teacher recommendations. Next, the math interventionist administered the Battista Place Value assessment to determine each student's level of sophistication in mathematical thinking. Groups were then formed according to these levels. The interventionist began the year building number sense with students approaching grade level. As these students become proficient with on grade level tasks they will be dismissed. Ideally, these students will rotate out of intervention and the interventionist will begin pulling more students based on their needs.</p>
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		Added date:	
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Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
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Status	Objective Met 1/9/2015		
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Assess	Level of Development:	Initial: Limited Development 10/13/2014	
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		Objective Met - 01/09/2015	
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Common Core State Standards are our guide for instruction. We also use a variety of instructional guides to plan for the scope and sequence of instruction.	
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Plan	Assigned to:	Carol Skiba	
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	How it will look when fully met:	Teachers will plan for instruction collaboratively as well as individually using district provided resources. Lesson plans and team meeting minutes will be turned in weekly. Support and professional development will be provided at the district and building level based on curriculum needs.	
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	Target Date:	05/31/2015	
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	Tasks:		
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	1. A three hour introduction training of Engage New York Math Units will be provided.		
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	Assigned to:	Carol Skiba	
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	Added date:	11/21/2014	
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	Target Completion Date:	12/31/2014	
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		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	2. Copies of Engage New York will be distributed to teachers.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	3. Engage New York Modules will be discussed during Grade level team meetings.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	4. Year-at-a-Glance (Literacy) guides will be used for curriculum planning during team meetings.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	5. Curriculum updates of the district's Literacy units will be distributed to teachers as they are updated.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	6. Engage New York pacing guides will be used to guide math planning during team meetings.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	7. District Google Sites are updated with Curriculum updates. Teachers will use this site during team planning.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014

		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		8. The district math coordinator will send curriculum updates and they will be distributed to teachers.	
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		9. Teachers will electronically submit lesson plans that are due the Monday of each week.	
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Frequency:	weekly
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		10. The Principal or APIF will review lesson plans and offer feedback when needed.	
		Assigned to:	Stacy Allen
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Frequency:	weekly
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		11. Kid-talks will be held monthly to review data that drives instruction and to plan interventions.	
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		12. Formative and Summative assessments from Engage New York will be used consistently to drive math planning.	
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
		13. DIBELs, running records, DRA, and DSA assessments will be used consistently to drive literacy instruction.	

		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
	14. Literacy assessments and progress monitoring will be entered into the district's data wall.		
		Assigned to:	Carol Skiba
		Added date:	11/21/2014
		Target Completion Date:	12/31/2014
		Comments:	
		Task Completed:	12/18/2014 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/9/2015
	Experience:	1/9/2015 Engage NY is being implemented this year. Teachers are using the assessments and curriculum in the classrooms. Teachers are already familiar with Literacy Pacing Guides and Common Core and have been using these documents to guide and plan instruction.	
	Sustain:	1/9/2015 We will continue to collaborate when using these documents to lesson plan. Teachers will continue to use Engage NY online to guide and plan math instruction.	
	Evidence:	1/9/2015 Teachers refer to these documents in their lesson plans in order to assure that all standards are covered in the curriculum. All teachers use these documents to guide planning and instruction.	
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 10 of 13 (77%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use a variety of technological resources and teaching techniques to encourage student engagement.	
Plan	Assigned to:	Stacy Allen	
	How it will look when fully met:	Students will be fully engaged in learning using a variety of technological resources.	
	Target Date:	05/22/2015	
	Tasks:		
	1. Purchase additional Chromebooks for the school.		
		Assigned to:	Stacy Allen

		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	2. Students will receive technology lessons on a weekly basis in the computer lab.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Frequency:	weekly
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	3. A variety of educational websites are regularly promoted through the school.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	4. Video clips and multimedia are used throughout the curriculum.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	5. Smartboards are used daily to provide interactive instruction for students.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	6. Ipads are used to promote individual academic and behavioral success.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	7. Computer hardware will be updated throughout the building to maximize instructional time.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014

		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	8. Social Media will be used to showcase student learning.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	9. Social Media will be used to actively communicate with parents and the community.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	12/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	10. Multiple grade levels will use technology to publish their writing pieces.		
		Assigned to:	Stacy Allen
		Added date:	12/19/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	2/27/2015 12:00:00 AM
	11. Student Engagement is the focus for our building professional growth plan for the year.		
		Assigned to:	Stacy Allen
		Added date:	10/16/2015
		Target Completion Date:	05/13/2016
		Comments:	
	12. A national speaker was brought in to train on student engagement. All staff members were required to attend.		
		Assigned to:	Stacy Allen
		Added date:	10/16/2015
		Target Completion Date:	05/13/2016
		Comments:	
	13. All informal and formal TESS evaluations will have a focus on observing for student engagement.		
		Assigned to:	Stacy Allen
		Added date:	10/16/2015
		Target Completion Date:	05/13/2016
		Comments:	
Implement	Percent Task Complete:		77%

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 14 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/15/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We communicate with parents on various levels throughout the year. We address many items listed in the parental compact, however we have not created an official form that requires parent signatures. As of now, every parent gets a copy of the school parental involvement plan which requires a signature upon receiving. The school plan outlines the school's responsibilities and how we will communicate to parents about their child's education throughout the year.	
Plan	Assigned to:	Kim Griffin	
	How it will look when fully met:	All six of the following goals from the School Parental Involvement Plan will be implemented with evidence collected. Goal 1: Eastside Elementary will use various communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction. Goal 2: Eastside Elementary will hold regularly scheduled parent meetings, conferences, and various activities throughout the school year providing flexible meeting times with the goal of increasing parental involvement and build staff and parent capacity to engage in these types of efforts. Goal 3: Eastside Elementary will provide information to parents about volunteer opportunities. Goal 4: Eastside Elementary will provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and to engage them in the decision-making processes regarding the plan. Goal 5: Eastside Elementary will provide resources for parents. Goal 6: Eastside Elementary will use parent interest surveys to select, plan, and implement parental activities that will be offered throughout the year.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The school will distribute a bi-monthly newsletter to parents that is developed with the participation of the parent-school organization, principal, staff and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.		

		Assigned to:	Stacy Allen
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	
	2. Each Teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.		
		Assigned to:	Stacy Allen
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	
	3. Teachers will routinely contact parents on an individual basis to communicate about their child's progress.		
		Assigned to:	Carol Skiba
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	
	4. Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.		
		Assigned to:	Stacy Allen
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	
	5. The school will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures.		
		Assigned to:	Stacy Allen
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	
	6. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning. (Kimberly Griffin, Parent Involvement Coordinator; Tonya Camplain, PTO President, Stacy Allen, Principal; August 2015-May 2016) o Library assistant and morning readers o Special parent lunches o Book fair helpers o Grandparents Day o Family reading night o Open House o Parent-school organization		
		Assigned to:	Kim Griffin
		Added date:	12/17/2015
		Target Completion Date:	05/31/2016
		Comments:	

	7. Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. o Ice Cream Social/Report to the Public (September 10, 2015) o State Mandated Parent Training (September 14, 2015) o Family Night (December 2015) o Family Night (January 2016) o Family Night (March 2016)
	Assigned to: Kim Griffin
	Added date: 12/17/2015
	Target Completion Date: 05/31/2016
	Comments:
	8. The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
	Assigned to: Stacy Allen
	Added date: 12/17/2015
	Target Completion Date: 08/31/2018
	Comments:
	9. To take advantage of community resources, the school shall consider recruiting alumni from the school by creating additional positions on the Parental Involvement Committee to provide advice and guidance for school improvement.
	Assigned to: Kim Griffin
	Added date: 12/17/2015
	Target Completion Date: 05/31/2016
	Comments:
	10. The school shall enable the formation of a Parent Teacher Organization that will foster parental and community involvement within the school.
	Assigned to: Stacy Allen
	Added date: 12/17/2015
	Target Completion Date: 05/31/2016
	Comments:
	11. Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to visit the parental resource center. The school will open the resource center at hours that are convenient to parents. o Eastside Elementary Parent Resource Center hours of operation: Monday-Friday during regular school hours and any after school special event.
	Assigned to: Kim Griffin
	Added date: 12/17/2015
	Target Completion Date: 05/31/2016
	Comments:

		12. The school will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate.
		Assigned to: Kim Griffin
		Added date: 12/17/2015
		Target Completion Date: 05/31/2016
		Comments:
		13. The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning activities they feel will be most beneficial in the efforts to support their child academically.
		Assigned to: Stacy Allen
		Added date: 12/17/2015
		Target Completion Date: 05/31/2016
		Comments:
		14. The school will use the results of the parent interest survey to help plan the parental involvement activities for the year.
		Assigned to: Kim Griffin
		Added date: 12/17/2015
		Target Completion Date: 05/31/2016
		Comments:
Implement	Percent Task Complete:	0%