

## Comprehensive Progress Report

**Mission:**

Through relationships with children, families, and the community, we will provide a safe, nurturing and positive environment where everyone is loved, valued, and successful and where every person strives to meet high expectations. Our purpose is to inspire a passion for lifelong learning in an ever-changing society.

**Goals:**

Alter the text and click the update link on the left



! = Past Due Actions

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
ID02	All teams have written statements of purpose and by-laws for their operation.(37)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have completed the mission statement and our core beliefs as a staff and are developing our core leadership team by-laws and purpose.	Limited Development 10/13/2014		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>		<p>There will be a fully functioning core leadership team that is guided by its purpose and has consistent norms that governs each biweekly meeting. The school staff directed by the leadership of the Principal will establish a mission statement and core beliefs that will govern our decision making throughout the year.</p> <p>The evidence provided will include the established mission statement, core beliefs, leadership team meeting agendas and leadership team minutes.</p>	<b>Objective Met 10/29/14</b>	<b>Carol Skiba</b>	<b>10/31/2014</b>
Action(s)	Created Date				
1	10/14/14	All staff will receive a copy of "One Word" by Jon Gordon and be encouraged to read and think about the 'word' that would describe their ideal school. It is the beginning of deciding on a common vision and purpose for our school.	Complete 08/19/2014	Stacy Allen	08/19/2014
<i>Notes:</i>					
2	10/14/14	During professional development days, the entire staff will meet to celebrate their individual one word and to share five words that describe their ideal school.	Complete 08/19/2014	Stacy Allen	08/19/2014
<i>Notes:</i>					
3	10/14/14	The entire staff will participate in a collaboration exercise in which they will share and explain the reasoning and thinking behind the five words that they chose for their ideal school.	Complete 08/19/2014	Stacy Allen	08/19/2014
<i>Notes:</i>					
4	10/14/14	The entire staff will break apart into table groups and collaborate to narrow the large selection of individual words to five words that best incorporates all team member's words.	Complete 08/19/2014	Stacy Allen	08/19/2014
<i>Notes:</i>					

<b>5</b>	10/14/14	During a professional development session, teams will sort their school 'word' cards on the floor into similar groups, this will form the basis of our school's purpose while encapsulating the entire staff's opinion.	Complete 08/19/2014	Stacy Allen	08/19/2014
<i>Notes:</i>					
<b>6</b>	10/14/14	The grouping of word cards will be used as the foundation of a list of Core Belief statements.	Complete 09/20/2014	Amanda Midkiff	09/20/2014
<i>Notes:</i>					
<b>7</b>	10/14/14	A draft of the Core Belief Statements will be presented to the Leadership Team for review.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>8</b>	10/14/14	After the Leadership Team has reviewed and modified the Core Belief Statements for 2014-2015, the team will compare the Core Beliefs to the 2013-2014 Mission Statement.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>9</b>	10/14/14	The Leadership Team will underline the areas of the 2014-2015 Core Beliefs that are already present in the 2013-2014 Mission Statement.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>10</b>	10/14/14	The Leadership Team will add any Core Beliefs areas that are not present in the Mission Statement.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>11</b>	10/14/14	The Leadership Team will approve a finalized Mission Statement for presentation at the October 2014 Staff Meeting.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>12</b>	10/14/14	The Leadership Team will approve a finalized version of the Core Beliefs to be presented at the October Staff Meeting.	Complete 09/22/2014	Stacy Allen	09/22/2014
<i>Notes:</i>					
<b>13</b>	10/14/14	During a staff meeting the 2014-2015 Core Beliefs will be presented to the entire staff for review, modifications, and approval.	Complete 10/06/2014	Stacy Allen	10/06/2014
<i>Notes:</i>					
<b>14</b>	10/14/14	During a staff meeting the 2014-2015 Mission Statement will be presented to the entire staff for review, modifications, and approval.	Complete 10/06/2014	Stacy Allen	10/06/2014
<i>Notes:</i>					
<b>15</b>	10/14/14	The Core Leadership Team will use and revisit the adopted 2014-2015 Core Beliefs and the 2014-2015 Mission Statement as their guiding purpose in all team decisions.	Complete 10/13/2014	Stacy Allen	10/13/2014

<i>Notes:</i>					
<b>16</b>	10/14/14	The Core Leadership Team will review the handouts from the Indistar Training and revise or adopt the suggested norms as their 2014-2015 bylaws of operation.	Complete 10/13/2014	Amanda Midkiff	10/13/2014
<i>Notes:</i>					
<b>Implementation:</b>			10/29/2014		
<b>Evidence</b>	10/29/2014 The core leadership team will ensure that the mission statement and core beliefs are at the forefront of all that we do within the building, as evidenced by agendas, minutes, notes, conversations, and observations of general school culture.				
<b>Experience</b>	10/29/2014 By including the whole staff in the process, everyone had input which facilitated staff buy-in.				
<b>Sustainability</b>	10/29/2014 The core beliefs and mission statement will be posted around the school and in each classroom. They will be revisited during faculty meetings and embedded professional development sessions as well as included in staff emails.				
	<b>ID04</b>	<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	Limited Development 10/13/2014		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 03/20/15</b>	<b>Carol Skiba</b>	<b>03/31/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
<b>1</b>	3/20/15	Agendas and or standard task list will be used during all team meetings.	Complete 03/20/2015	Carol Skiba	03/31/2015
<i>Notes:</i>					

2	3/20/15	Minutes and/or action steps will be documented and turned in to administrators for documentation and review.	Complete 03/20/2015	Carol Skiba	03/31/2015
<i>Notes:</i>					
<b>Implementation:</b>			03/20/2015		
<b>Evidence</b>	<p>3/20/2015 Evidence attached will include examples of agendas and minutes from each type of meeting.</p>				
<b>Experience</b>	<p>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.</p>				
<b>Sustainability</b>	<p>3/20/2015 We will continue to review and observe during meetings and collect minutes and agendas.</p>				

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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 10/13/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		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.	<b>Objective Met 12/11/14</b>	<b>Jill Fletcher</b>	<b>12/31/2014</b>
<i>Action(s)</i>	<i>Created Date</i>				
1	10/23/14	Appoint grade level team chairs to serve on the school leadership team and coordinate information.	Complete 11/12/2014	Stacy Allen	12/31/2014
		<i>Notes:</i>			
2	10/23/14	Grade level team chairs will schedule planning meetings twice a month.	Complete 11/12/2014	Grade level team chairs	12/31/2014
		<i>Notes:</i>			
3	10/23/14	Grade level team chairs will document planning meetings and share the documentation with administrators.	Complete 11/12/2014	Grade level team chairs	12/31/2014
		<i>Notes:</i>			
4	10/23/14	Grade level team chairs will keep a binder of sign-in sheets from planning meetings on file.	Complete 11/12/2014	Grade level team chairs	12/31/2014
		<i>Notes:</i>			
5	10/23/14	Administrators will organize monthly embedded professional development sessions from grade level needs.	Complete 11/12/2014	Stacy Allen	12/31/2014
		<i>Notes:</i>			
6	10/23/14	Agendas and/or handouts will be prepared for monthly embedded professional development sessions.	Complete 11/12/2014	Stacy Allen	12/31/2014
		<i>Notes:</i>			

<b>7</b>	10/23/14	Sign-in sheets will be used and kept of file for documentation of attendance to monthly embedded professional development sessions.	<b>Complete 11/12/2014</b>	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>8</b>	10/23/14	Grade level teams and other key staff will meet once a month for 'Kid-Talks.'	<b>Complete 11/12/2014</b>	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>9</b>	10/23/14	Sign-in sheets will be used as documentation for monthly 'Kid-Talk' meetings.	<b>Complete 11/12/2014</b>	Grade level team chairs	12/31/2014
<i>Notes:</i>					
<b>10</b>	10/23/14	A Response to Intervention (RTI) team will be formed to address the needs of struggling students.	<b>Complete 11/12/2014</b>	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>11</b>	10/23/14	Classroom teachers will collaborate with administration and key staff to sign-up students to be presented to the RTI team.	<b>Complete 11/12/2014</b>	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>12</b>	10/23/14	The RTI committee will use sign-in sheets as documentation of attendance.	<b>Complete 11/12/2014</b>	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>13</b>	10/23/14	The RTI committee will communicate their recommendations for individual students to classroom teachers.	<b>Complete 11/12/2014</b>	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>14</b>	10/23/14	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.	<b>Complete 11/12/2014</b>	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>15</b>	10/23/14	Agendas and/or handouts will be prepared for the school leadership team.	<b>Complete 11/12/2014</b>	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>16</b>	10/23/14	Minutes will be recorded at the school leadership team meetings.	<b>Complete 11/12/2014</b>	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>17</b>	10/23/14	Grade level team chairs will be responsible for sharing information from the school leadership team meetings.	<b>Complete 11/12/2014</b>	Grade level team chairs	12/31/2014
<i>Notes:</i>					

<b>18</b>	10/23/14	Sign-in sheets will be used as documentation of attendance for school leadership team meetings.	Complete 11/12/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>19</b>	10/23/14	A guidance committee will be formed to guide implementation of the new school-wide character education program and gather teacher feedback.	Complete 11/12/2014	Amanda Cross	12/31/2014
<i>Notes:</i>					
<b>20</b>	10/23/14	Agendas will be created for the guidance committee meetings.	Complete 11/12/2014	Amanda Cross	12/31/2014
<i>Notes:</i>					
<b>21</b>	10/23/14	Minutes will be recorded at the guidance team meetings.	Complete 11/12/2014	Amanda Cross	12/31/2014
<i>Notes:</i>					
<b>22</b>	10/23/14	A Core Leadership Team will be formed and meet bi-weekly to guide and coordinate all other team meetings.	Complete 11/12/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>23</b>	10/23/14	Agendas will be prepared for the Core Leadership Team Meetings.	Complete 11/12/2014	Amanda Midkiff	12/31/2014
<i>Notes:</i>					
<b>24</b>	10/23/14	Sign-in sheets will be used for documentation of attendance to Core Leadership Team meetings.	Complete 11/12/2014	Amanda Midkiff	12/31/2014
<i>Notes:</i>					
<b>Implementation:</b>			12/11/2014		
<b>Evidence</b>	12/11/2014 The teams and committees are meeting regularly and are self-sufficient.				
<b>Experience</b>	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.				
<b>Sustainability</b>	12/11/2014 Teams and committees will continue to meet on a regular basis. The administration will continue to monitor all agendas and minutes.				



Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
IE07		The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal is currently scheduling and conducting TESS observations and has established guidelines for embedded planning sessions and team meeting sessions.	Limited Development 11/11/2014		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>		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.	<b>Objective Met 01/09/15</b>	<b>Jill Fletcher</b>	<b>05/31/2015</b>
Action(s)	Created Date				
1	11/12/14	A document will be created to show components of teacher schedules.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
2	11/12/14	The principal will create a spreadsheet of where teachers are in the evaluation cycle.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
3	11/12/14	The principal will create an embedded plan to meet the needs of teachers. The sessions will focus on the professional growth plan of teachers.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
4	11/12/14	The principal will create a team meeting agenda/minutes form to be completed during team meetings.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
5	11/12/14	The principal will create a schedule for informal observations.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
6	11/12/14	The principal will create a schedule for post-conferences of observations.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					

<b>7</b>	11/12/14	The principal and APIF will conduct informal evaluations.	Complete 12/18/2014	Stacy Allen	05/31/2015
<i>Notes:</i>					
<b>8</b>	11/12/14	The principal and APIF will conduct formal evaluations.	Complete 12/18/2014	Stacy Allen	05/31/2015
<i>Notes:</i>					
<b>9</b>	11/12/14	Team meetings will be held that are based on curriculum and student needs.	Complete 12/18/2014	Stacy Allen	05/31/2015
<i>Notes:</i>					
<b>10</b>	11/12/14	Embedded sessions will be held that focus on the professional growth plans of teachers.	Complete 12/18/2014	Stacy Allen	05/31/2015
<i>Notes:</i>					
<b>11</b>	11/12/14	The principal and APIF will conduct post-conferences of observations.	Complete 12/18/2014	Stacy Allen	05/31/2015
<i>Notes:</i>					
<b>Implementation:</b>			01/09/2015		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 10/16/2015		
<i>How it will look when fully met:</i>		The Leadership and teacher peers will frequently observe teachers to determine if specific indicators of effective practice are demonstrated. Leadership will provide professional development that strengthens deficits. Teachers will reflect with Leadership on progress and growth of instructional skills.		Jill Fletcher	09/29/2017
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Full Implementation 10/16/2015		
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Full Implementation 10/16/2015		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
IH01		The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are in the brainstorming and planning stages of an after school tutoring program.	Limited Development 01/09/2015		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		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.	<b>Objective Met 11/30/16</b>	<b>Jill Fletcher</b>	<b>04/23/2015</b>
Action(s)	Created Date				
1	3/30/15	Teachers will use observations and data to recommend students.	Complete 03/31/2015	Stacy Allen	03/15/2015
		<i>Notes:</i>			
2	3/30/15	Administrators planned the logistics and sent home student permission forms.	Complete 03/31/2015	Stacy Allen	03/15/2015
		<i>Notes:</i>			
3	3/30/15	Administrators contacted parents of students whose forms were not returned.	Complete 03/31/2015	Stacy Allen	03/15/2015
		<i>Notes:</i>			
4	3/30/15	Teachers had a planning session to develop curriculum.	Complete 03/31/2015	Stacy Allen	03/15/2015
		<i>Notes:</i>			
5	3/30/15	Resources were purchased to support curriculum.	Complete 03/31/2015	Stacy Allen	03/15/2015
		<i>Notes:</i>			
6	10/16/15	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.	Complete 03/16/2016	Stacy Allen	05/13/2016
		<i>Notes:</i>			
<b>Implementation:</b>			11/30/2016		

<b>Evidence</b>	11/30/2016 DIBELS, DRA, DSA, integrated Literacy and Science assessments, math assessments			
<b>Experience</b>	11/30/2016 We designed an after school tutoring program. Students were selected for participation based on assessment data. The program met three times weekly for one hour for a total of six weeks. Administrators and teachers collaborated to design integrated science, literacy and math lessons to maximize student engagement and improve student achievement.			
<b>Sustainability</b>	11/30/2016 Students served in the program continue to be progress monitored and receive interventions as needed.			

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>
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<b>Effective Practice:</b>	<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>
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	<b>II01</b>	<b>The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	Full Implementation 03/04/2016		

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Engaging teachers in aligning instruction with standards and benchmarks</b>
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	<b>IIA01</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b><i>Initial Assessment:</i></b>	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.	Full Implementation 01/19/2016		
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Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in assessing and monitoring student mastery			
	IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This year Eastside Elem started the PLC (Professional Learning Communities) process. Teams collaborate to create common assessments. They meet together to discuss assessment data to determine who needs enrichment or interventions. Teachers plan when to reassess. Students are also given an assessment to determine placement in Tier II Reading Intervention and Math Intervention. A team looks at assessment data to determine Gifted and Talented placement.	Limited Development 11/11/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>*2016-2017 Description When fully met we will have a designated time for all students to be engaged in either skill specific interventions or enhanced learning opportunities. These opportunities will be based on data or formative and interim assessments. We will have schedules in place for time, data from assessments, materials, tools, and resources available to teachers and students.</p> <p>*Guiding Questions: Do your teachers use pre-test data to adjust lessons and to differentiate assignments? Do they differentiate for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments?</p> <p>*Evidence of a fully met objective: PLC meeting agendas, minutes and reflections will serve as evidence of collaboration.</p>		Carol Skiba	05/04/2018
Action(s)	Created Date			2 of 3 (67%)	
1	11/11/16	Data Review/Discussions in PLC meetings	Complete 01/31/2017	Jill Fletcher	09/29/2017

		Notes: Consistent accountability for data review through monthly PLC/RTI meetings create/follow outlined meeting agendas Turn in forms monthly Follow PLC collective commitments			
2	11/28/16	Teacher teams will create formative assessments	Complete 01/31/2017	Jill Fletcher	09/29/2017
		Notes:			
3	11/28/16	Teachers will systematically plan curriculum and instruction using data to drive instruction.		Carol Skiba	09/29/2017
		Notes:			
<b>Implementation:</b>			02/03/2017		
<b>Evidence</b>	2/3/2017	Ongoing assessment and student progress data are recorded in meeting notes for reflection and planning Kid Talk form updated bi-weekly by Team Leadership post meetings Flexible intervention evidence provided in team meeting notes			
<b>Experience</b>	2/3/2017	The use of ZEAL (3-4), Frontrow Ed (3-4), pre and post assessments (2-4) and individualized interventions are in place K-4. All Teacher teams 2-4 use pre/post assessments to drive instruction and interventions. Team Leadership meeting agendas, teacher notes/observations track student progress.			
<b>Sustainability</b>	2/3/2017	Bi-weekly Team Leadership meetings to assess data from all assessments and observations Interventions based on assessments continue			

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>		<b>Assessing student learning frequently with standards-based assessments</b>			
	<b>IID02</b>	<b>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



**Initial Assessment:**

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. Rapic 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.

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 read 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:

- 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

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.

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

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level.

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 tickets are used several times throughout the week to monitor student progress and to adjust instruction.

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.

<b>Core Function:</b>		<b>Classroom Instruction</b>			
<b>Effective Practice:</b>		<b>Expecting and monitoring sound instruction in a variety of modes</b>			
	<b>IIIA01</b>	<b>All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	Limited Development 10/13/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 01/09/15</b>	<b>Carol Skiba</b>	<b>05/31/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	11/21/14	A three hour introduction training of Engage New York Math Units will be provided.	Complete 12/18/2014	Carol Skiba	12/31/2014

<i>Notes:</i>					
<b>2</b>	11/21/14	Copies of Engage New York will be distributed to teachers.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>3</b>	11/21/14	Engage New York Modules will be discussed during Grade level team meetings.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>4</b>	11/21/14	Year-at-a-Glance (Literacy) guides will be used for curriculum planning during team meetings.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>5</b>	11/21/14	Curriculum updates of the district's Literacy units will be distributed to teachers as they are updated.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>6</b>	11/21/14	Engage New York pacing guides will be used to guide math planning during team meetings.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>7</b>	11/21/14	District Google Sites are updated with Curriculum updates. Teachers will use this site during team planning.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>8</b>	11/21/14	The district math coordinator will send curriculum updates and they will be distributed to teachers.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>9</b>	11/21/14	Teachers will electronically submit lesson plans that are due the Monday of each week.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>10</b>	11/21/14	The Principal or APIF will review lesson plans and offer feedback when needed.	Complete 12/18/2014	Stacy Allen	12/31/2014
<i>Notes:</i>					
<b>11</b>	11/21/14	Kid-talks will be held monthly to review data that drives instruction and to plan interventions.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>12</b>	11/21/14	Formative and Summative assessments from Engage New York will be used consistently to drive math planning.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					

13	11/21/14	DIBELs, running records, DRA, and DSA assessments will be used consistently to drive literacy instruction.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
14	11/21/14	Literacy assessments and progress monitoring will be entered into the district's data wall.	Complete 12/18/2014	Carol Skiba	12/31/2014
<i>Notes:</i>					
<b>Implementation:</b>			01/09/2015		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			
	<b>IIIA35</b>	<b>Students are engaged and on task.(144)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers use a variety of technological resources and teaching techniques to encourage student engagement.	Limited Development 10/13/2014		
<b>How it will look when fully met:</b>		Students will be fully engaged in learning using a variety of technological resources.	<b>Objective Met</b>	<b>Carol Skiba</b>	<b>05/22/2015</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>12 of 12 (100%)</b>		
1	12/19/14	Purchase additional Chromebooks for the school.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
2	12/19/14	Students will receive technology lessons on a weekly basis in the computer lab.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
3	12/19/14	A variety of educational websites are regularly promoted through the school.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
4	12/19/14	Video clips and multimedia are used throughout the curriculum.	Complete 02/27/2015	Stacy Allen	05/01/2014

<i>Notes:</i>					
5	12/19/14	Smartboards are used daily to provide interactive instruction for students.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
6	12/19/14	Ipads are used to promote individual academic and behavioral success.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
7	12/19/14	Computer hardware will be updated throughout the building to maximize instructional time.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
8	12/19/14	Social Media will be used to showcase student learning.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
9	12/19/14	Social Media will be used to actively communicate with parents and the community.	Complete 02/27/2015	Stacy Allen	12/01/2014
<i>Notes:</i>					
10	12/19/14	Multiple grade levels will use technology to publish their writing pieces.	Complete 02/27/2015	Stacy Allen	05/01/2014
<i>Notes:</i>					
11	10/16/15	Student Engagement is the focus for our building professional growth plan for the year.	Complete 05/13/2016	Stacy Allen	05/13/2016
<i>Notes:</i>					
13	10/16/15	All informal and formal TESS evaluations will have a focus on observing for student engagement.	Complete 05/30/2016	Stacy Allen	05/13/2016
<i>Notes:</i>					

<b>Core Function:</b>		<b>Family Engagement in a School Community</b>			
<b>Effective Practice:</b>		<b>Explain and communicate the purpose and practices of the school community</b>			
	FE04	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)	Implementation Status	Assigned To	Target Date

<b><i>Initial Assessment:</i></b>	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.	Limited Development 12/15/2015		
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		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		<p>All six of the following goals from the School Parental Involvement Plan will be implemented with evidence collected.</p> <p>Goal 1: Eastside Elementary will use various communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.</p> <p>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.</p> <p>Goal 3: Eastside Elementary will provide information to parents about volunteer opportunities.</p> <p>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.</p> <p>Goal 5: Eastside Elementary will provide resources for parents.</p> <p>Goal 6: Eastside Elementary will use parent interest surveys to select, plan, and implement parental activities that will be offered throughout the year.</p>		<b>Objective Met 11/28/16</b>	<b>Jill Fletcher</b>	<b>05/31/2016</b>
<b>Action(s)</b>	<b>Created Date</b>					
1	12/17/15	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.		Complete 05/30/2016	Stacy Allen	05/31/2016
<i>Notes:</i>						
2	12/17/15	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.		Complete 05/30/2016	Stacy Allen	05/31/2016
<i>Notes:</i>						

3	12/17/15	Teachers will routinely contact parents on an individual basis to communicate about their child's progress.	Complete 05/30/2016	Carol Skiba	05/31/2016
<i>Notes:</i>					
4	12/17/15	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.	Complete 05/30/2016	Stacy Allen	05/31/2016
<i>Notes:</i>					
5	12/17/15	The school will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures.	Complete 05/30/2016	Stacy Allen	05/31/2016
<i>Notes:</i>					
6	12/17/15	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	Complete 05/30/2016	Kim Griffin	05/31/2016
<i>Notes:</i>					
7	12/17/15	The school shall enable the formation of a Parent Teacher Organization that will foster parental and community involvement within the school.	Complete 05/30/2016	Stacy Allen	05/31/2016
<i>Notes:</i>					
<b>Implementation:</b>			11/28/2016		
<b>Evidence</b>		11/28/2016 Sign in sheets from Parent Nights Parent Newsletters			



<b>Experience</b>	11/28/2016 Parental involvement increased			
<b>Sustainability</b>	11/28/2016 Continued work with PTO			

<b>Core Function:</b>	<b>High School: Opportunity to Learn</b>
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<b>Effective Practice:</b>	<b>Ensure content mastery and graduation</b>
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	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<ol style="list-style-type: none"> <li>1. Review SmartCore in the Report to the Public at the beginning of each school year.</li> <li>2. All teachers use common core state standards to prepare students for college and career readiness.</li> <li>3. We invite local professionals from different career fields to expose students to different occupations. (Police Officers, Fireman, Veterans, Farmers, Musicians, Politicians)</li> <li>4. Eastside classrooms host student interns from junior high and high school campuses.</li> <li>5. School clubs that teach leadership are organized to provide exposure to the world of work. (K-Kids and Student Ambassadors)</li> <li>6. A student school leadership team is utilized as a small learning committee in which students and administrators come together to collaborate.</li> <li>7. We will host 'My Future Story Week' where we learn about career opportunities and post-secondary educational opportunities.</li> <li>8. The students in the GT Program visit Harding University for a day trip.</li> </ol> <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>	Full Implementation 12/08/2015		
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