

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.

Vision:

Goals:

Alter the text and click the update link on the left



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align 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
Initial Assessment:		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		
How it will look when fully met:		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
Action(s)	Created Date				
<i>Notes:</i>					
	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date

Initial Assessment:	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
Initial Assessment:	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
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Effective Practice:	Expanded time for student learning and teacher collaboration
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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
Initial Assessment:	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	
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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.	Objective Met 11/30/16	Jill Fletcher	04/23/2015
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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>					
Implementation:			11/30/2016		
Evidence		11/30/2016 DIBELS, DRA, DSA, integrated Literacy and Science assessments, math assessments			
Experience		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.			
Sustainability		11/30/2016 Students served in the program continue to be progress monitored and receive interventions as needed.			

Core Function:	School Leadership and Decision Making
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Effective Practice:	Ensure High Quality Staff - Recruitment, Evaluation, and Retention
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	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	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		
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Core Function:	Curriculum, Assessment, and Instructional Planning			
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Effective Practice:	Engage teachers in aligning instruction with standards and benchmarks			
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		IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage 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>		*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. *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? *Evidence of a fully met objective: PLC meeting agendas, minutes and reflections will serve as evidence of collaboration.		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
		<i>Notes:</i> 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

<i>Notes:</i>					
3	11/28/16	Teachers will systematically plan curriculum and instruction using data to drive instruction.		Carol Skiba	09/29/2017
<i>Notes:</i>					
Implementation:			02/03/2017		
Evidence		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			
Experience		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.			
Sustainability		2/3/2017 Bi-weekly Team Leadership meetings to assess data from all assessments and observations Interventions based on assessments continue			

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

Full Implementation
11/10/2015

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.

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
IIIA35		Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use a variety of technological resources and teaching techniques to encourage student engagement.	Limited Development 10/13/2014		
How it will look when fully met:		Students will be fully engaged in learning using a variety of technological resources.	Objective Met	Carol Skiba	05/22/2015
Action(s)	Created Date		12 of 12 (100%)		
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>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	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
<i>Initial Assessment:</i>		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		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		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.	Objective Met 11/28/16	Jill Fletcher	05/31/2016
Action(s)	Created Date				
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) <ul style="list-style-type: none"> 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>					
Implementation:			11/28/2016		

Evidence	11/28/2016 Sign in sheets from Parent Nights Parent Newsletters			
Experience	11/28/2016 Parental involvement increased			
Sustainability	11/28/2016 Continued work with PTO			

Core Function:	High School: Opportunity to Learn
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Effective Practice:	Ensure content mastery and graduation
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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
Initial Assessment:		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. 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.	Full Implementation 12/08/2015		

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
!	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff members are in the process of learning and understanding the impact of Social/Emotional Learning on our students and ways that we can support student growth in that domain.	Limited Development 10/16/2017		
How it will look when fully met:		Staff will be fully aware of how Social/Emotional issues can impact student learning. Based on research, students academic learning will improve when social/emotional issues are prioritized. Students will be more self aware of their emotions. Students will show more meaningful engagement because of strong rapport with staff.		Jill Fletcher	05/31/2018
Action(s)	Created Date		3 of 8 (38%)		
1	10/16/17	Every staff member received a copy of Seed Digging by Shawna Burns over the summer and were expected to read for professional development discussion on first day of Back to School training.	Complete 08/07/2017	Jill Fletcher	08/07/2017
Notes:					
2	10/16/17	Professional Development for staff	Complete 10/10/2017	Amanda Cross	08/07/2017
Notes: Professional Development was provided by the counselor over the Seed Digging book during back-to-school training. Scenarios of actual student situations were discussed. A skit was performed to show how social/emotional issues can effect students at school. October 10, 2017 Brian Faught, a motivational speaker came to the faculty meeting to discuss "Just Do the Right Thing" and point in time interventions to redirect student behavior.					
3	10/16/17	Character education and core values incorporated with pro-social behaviors addressed each morning over the intercom through morning announcements and are student led.		Carol Skiba	05/31/2018
Notes: Students are reminded of Just Do the Right Thing principles over the intercom each morning. Students are also recognized for earning Superhero Status over the intercom. They are nominated by staff when they are caught exhibiting pro-social behaviors. The student is recognized by name and by what they did to be nominated. The student then signs the Superhero wall after announcements and a postcard is sent to parents to inform them of the nomination.					
4	12/4/17	Wall of Honor (Wall Display) Students are nominated monthly. Their nomination forms are displayed on the Wall of Honor for the month.		Amanda Cross	05/28/2018

Notes: Every month students from each class are nominated for going above and beyond and displaying one of the just do the right thing principles. Students celebrate with a party. Parents are invited. Parents can read their nominations that are displayed on the wall of honor.

5 12/4/17 Students sign the Superhero Wall (wall display) when they earn Superhero Status

Carol Skiba

05/28/2018

Notes: Students are nominated for any pro social behavior observed by teachers or staff. Students are recognized over the intercom during morning announcements for their good deed, a postcard is sent home to parents, students sign the Superhero Wall. Their picture is taken and put on social media for earning Superhero Status

6 12/4/17 Incentive Award Assembly

Carol Skiba

05/28/2018

Notes: Students are nominated for academic and character awards. Their names are called during a school-wide assembly. They receive icons that represent their earned award to clip on backpacks.

7 1/29/18 Starfish Students are paired with faculty mentors to connect with them and provide social/emotional support for them.

Amanda Cross

05/18/2018

Notes: Students are identified as children with social/emotional issues and nominated to be a Starfish Student. Members of the faculty choose a student they wish to mentor throughout the year. The mentors connect with the child throughout the year.

8 3/14/18 Parent/Teacher conferences were strategically planned to have an administrator or counselor attend each conference for students struggling with social/emotional issues.

Complete 03/15/2018

Jill Fletcher

03/15/2018

Notes: Ms. Fletcher, Mrs. Skiba and Mrs. Cross went through teacher conference schedules to strategically plan for an administrator or counselor to attend conferences for students who are struggling with behavior or academic issues related to social/emotional learning. Administrators also attended conferences to give positive reports to parents whose children have made gains.