

Comprehensive Progress Report

Mission: Westside Elementary is making a difference one child at a time by striving for success in education as we provide opportunities to interact with families and meet the individual, social, emotional, physical, and academic needs of our students. Westside students are unstoppable!

Vision:

Goals:

Each student will develop the social, emotional, and character competencies that promote learning and success in life.

All students will benefit from teachers implementing what they learn through the RISE, Science of Reading, and Phonics First training they attend.



! = Past Due Objectives

KEY = Key Indicator

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 currently holding an extended learning opportunity called Adventure Club at our school for students. The extended day allows students to focus on math and literacy through the use of STEM lessons. Adventure Club is held from November to February for grades 2-4.	Limited Development 10/30/2014		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		*2018-2019 Students will begin attending Adventure Club on November 5th. The program will meet three times a week and will end February 14. Students will receive small group instruction in math and/or literacy using STEM lessons. Students have been invited to attend based on assessments and teacher recommendations. Data will be collected based on a personal learning survey at the beginning and compared at the end of the program for growth. Students will rotate weekly in order to be a part of all of the STEM lessons taught by each teacher.	Objective Met 10/24/18	Sherri Jennings	02/28/2019
Actions					
11/29/17	Teachers create lists of struggling students to turn into office and Kathy Hill for Adventure Club registration. Packets were given to parents to sign up children for the Adventure Club program.		Complete 10/19/2017	Kathy Hill	10/19/2017
<i>Notes:</i>					
11/29/17	Teachers were asked to record the student's current guided reading level on the registration form for Adventure Club.		Complete 10/19/2017	Sherri Jennings	10/19/2017
<i>Notes:</i>					
11/29/17	Teachers will gather to plan curriculum for the Adventure Club program. Materials and class lists were distributed.		Complete 10/25/2017	Kathy Hill	10/25/2017
<i>Notes:</i>					
11/29/17	First official day of Adventure Club		Complete 11/06/2017	Kathy Hill	11/06/2017
<i>Notes:</i>					
11/29/17	Adventure Club teachers will turn in ending guided reading level to Mrs. Hill. Students will also take a post-test on Mobymax.		Complete 04/03/2018	Kathy Hill	04/03/2018

<i>Notes:</i>				
10/24/18	Teachers create lists of struggling students to turn into office and Kathy Hill for Adventure Club registration. Packets were given to parents to sign up children for the Adventure Club program.	Complete 10/24/2018	Kathy Hill	10/22/2018
<i>Notes:</i>				
10/24/18	Teachers will gather to plan curriculum for the Adventure Club program. Materials and class lists were distributed.	Complete 10/30/2018	Kathy Hill	10/30/2018
<i>Notes:</i>				
10/30/18	The first day of Adventure Club will be November 5, 2018. Students will complete a personal learning survey. This will be used as a pre assessment for the program.	Complete 11/05/2018	Kathy Hill	11/05/2018
<i>Notes:</i>				
10/30/18	At the end of Adventure Club, students will take a personal learning survey again. This will be compared to the one they took at the beginning of the program.	Complete 02/12/2019	Kathy Hill	02/14/2019
<i>Notes:</i>				
Implementation:		10/24/2018		
Evidence	10/24/2018			
Experience	10/24/2018			
Sustainability	10/24/2018			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound classroom management			
	IIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To increase positive behavior and positive interactions between staff and students, a superhero program was implemented two years ago. This year we decided to go with a new theme to go along with the Greatest School on Earth for our school's 40th year anniversary. Teachers will give out ringleader cards to students who are making good choices with behavior or other character areas.	Limited Development 12/04/2015		
<i>How it will look when fully met:</i>		We pass out ringleader cards to reinforce positive characteristics such as being responsible, integrity, neat, generous, leader, eager, attitude, dedicated, example for others, and respectful. All faculty and staff are given ringleader cards to be passed out to students who are exhibiting good behavior and outstanding positive characteristics. When a student receives a card, he/she will place it in a basket designated for their grade level. A card is drawn out of each grade level basket on Friday. The students are announced over the intercom and they come to the office to choose a prize. Pictures of the ringleaders are tweeted out. The goal is to improve student behavior and motivate students to do the right thing.		Sherri Jennings	05/20/2020
<i>Actions</i>			8 of 14 (57%)		
	12/4/15	Leadership team presented to staff on how to use cards and program to increase positive behavior.	Complete 11/01/2017	Sherri Jennings	08/13/2015
<i>Notes:</i>					
	10/30/17	The theme of the postcard changed to go along with the school theme. We now pass out superhero cards to reinforce positive characteristics such as being helpful, engaged, respectful, and on task.	Complete 11/01/2017	Sherri Jennings	05/20/2017
<i>Notes:</i>					
	11/29/17	The leadership team decided to continue with the superhero themed postcards we implemented last year.	Complete 07/27/2017	Sherri Jennings	07/27/2017
<i>Notes:</i>					
	11/29/17	Postcards will be ordered to pass out to students who are recognized for superhero characteristics and behaviors. These postcards will be sent home with students.	Complete 03/30/2018	Sherri Jennings	04/01/2018

	<i>Notes:</i> Postcards will be ordered as needed. The amount will vary depending on how many are given out.			
11/29/17	We will pass out superhero cards to reinforce positive characteristics such as being helpful, engaged, respectful, and on task.	Complete 05/24/2018	Sherri Jennings	05/24/2018
	<i>Notes:</i>			
11/29/17	Students will pick a prize out of a prize bucket when their superhero card is announced on the intercom.	Complete 05/24/2018	Sherri Jennings	05/24/2018
	<i>Notes:</i>			
10/30/17	Superhero postcards are drawn out of a grade level basket each Friday. The student's name is announced over the intercom, they have a picture taken that is tweeted, and they get to ride a superhero hopper ball in the hallway.	Complete 05/24/2018	Sherri Jennings	05/24/2018
	<i>Notes:</i>			
11/1/18	The ambassadors will get to choose what the prize will be each nine weeks for students who earn at least 3 ringleader cards.	Complete 04/05/2019	Michelle Atherton	04/15/2019
	<i>Notes:</i>			
11/1/18	Each nine weeks a pep rally will be held to reward students who have received ringleader cards.		Michelle Atherton	05/30/2019
	<i>Notes:</i>			
4/30/18	Revisit current resources already in place at back to school training. Including but not limited to: Responsive Classroom, First Six Weeks, CHAMPS, Morning Meetings		Karen Bryan	08/16/2019
	<i>Notes:</i>			
11/1/18	The theme of the postcard changed to go along with the school theme. We now pass out ringleader cards to reinforce positive characteristics such as being responsible, integrity, neat, generous, leader, eager, attitude, dedicated, example for others, and respectful.		Sherri Jennings	05/30/2020
	<i>Notes:</i>			
11/1/18	Postcards will be ordered to pass out to students who are recognized for ringleader characteristics and behaviors. These postcards will be sent home with students.		Sherri Jennings	05/30/2020
	<i>Notes:</i>			
11/1/18	Ringleader postcards are drawn out of a grade level basket each Friday. The student's name is announced over the intercom and they have a picture taken that is tweeted. Students will get to wear a ringleader hat for the day.		Sherri Jennings	05/30/2020

Notes:

11/1/18 Students will pick a prize out of a prize bucket when their ringleader card is announced on the intercom.

Sherri Jennings

05/30/2020

Notes:

Core Function:

Classroom Instruction

Effective Practice:

Provide a tiered system of instructional and behavioral supports and interventions

IIID02

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Rise research supports all tiers of literacy instruction. Currently a small group of teachers have received the training. The entire staff will have the training complete by the end of summer 2019.

Limited Development
04/26/2019

How it will look when fully met:

All teachers will be trained in RISE, Phonics First, and Science of Reading modules on IDEAS. Teachers will use information regarding the science of reading in their classrooms. The research will guide their teaching as well as provide them with the right assessment tools.

Sherri Jennings

06/01/2020

Actions

0 of 3 (0%)

4/26/19 All teachers will receive the full CABOT RISE training. All teachers have already received the 5 day Phonics First pd, but it will also be given to any new incoming teacher.

Sherri Jennings

09/01/2019

Notes:

4/26/19 Teachers will use phonics first materials and have the program fully implemented during whole group instruction in all of the classrooms.

Sherri Jennings

05/01/2020

Notes:

4/26/19 Teachers will use materials provided from RISE to drive small group instruction. Decodable books have been purchased for teachers to use during these small group lessons. These books fully align with the research behind the RISE program.

Sherri Jennings

05/01/2020

Notes:

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
	SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers use the first twenty days of school to teach classroom, hallway, and school rules and procedures. These rules are referred back to on a daily basis and more in depth when needed. Morning meetings have been incorporated into the classrooms to build a classroom family environment. We use superhero cards to reinforce and promote positive decisions made by students.	Limited Development 10/30/2017		
How it will look when fully met:		All teachers will use a common language in order to teach students to take responsibility for the consequences of decisions and their actions. This will be achieved by using the CHAMPS behavior charts and expectations school wide. Teachers will use lessons to promote and reinforce positive social skills, relationships, and self-respect. The school counselor will address these topics during times that she meets with students as well. Students will continue to be recognized for outstanding character traits through the use of postcards, morning announcements, and pep rallies. This will be evident by positive peer relationships and interactions with teachers. Students will take the initiative to make good choices resulting in a decrease in office referrals. Evidence will be data from discipline tracker, copies of teacher behavior binders, notes from PLC meetings, and other documentation as it becomes available.		Sherri Jennings	05/17/2022
Actions			8 of 12 (67%)		
	11/29/17	Teachers attended training on using CHAMPS to improve behavior in the classroom and throughout the building.	Complete 08/22/2017	Kriston Ciaccio	08/22/2017
Notes:					
	11/29/17	Black and red colored dots were ordered and placed in the hall to improve transitions from one place in the building to another.	Complete 08/23/2017	Sherri Jennings	08/23/2017
Notes:					
	11/29/17	Teachers developed the CHAMPS criteria for different areas of the building.	Complete 09/01/2017	Kriston Ciaccio	09/01/2017
Notes:					

11/29/17	CHAMPS signs were purchased and displayed in the common areas for teachers to use to remind students of the expected behavior. Teachers will display their own expectations in their classroom.	Complete 10/09/2017	Sherri Jennings	10/09/2017
<i>Notes:</i>				
11/29/17	Video a class lesson in which Mrs. Ciaccio uses the CHAMPS poster to remind students of classroom expectations.	Complete 01/24/2018	Sherri Jennings	12/19/2017
<i>Notes:</i>				
2/12/18	A survey will be sent to all faculty to determine the highest need when it comes to social emotional behavior of the students at Westside.	Complete 01/24/2018	Karen Bryan	01/24/2018
<i>Notes:</i>				
2/12/18	The team will use the data from the survey and the resources provided by Karen Bryan to find social emotional lessons and get them in teachers hands.	Complete 02/14/2018	Karen Bryan	02/14/2018
<i>Notes:</i>				
11/29/17	Monitor hallways during dismissal time to remind students of the CHAMPS hall expectations.	Complete 05/24/2018	Ginny Brown	05/24/2018
<i>Notes:</i>				
4/26/19	Teachers will use CHAMPS building wide to encourage a common language for expectations. Teachers will go over these expectations for the classroom, hallway, cafeteria, restroom, and etc. to create a positive learning environment.		Michelle Atherton	05/30/2019
<i>Notes:</i>				
11/29/17	Train teachers using the video from Mrs. Ciaccio's class. Teachers will look for positive interactions within the lesson using CHAMPS.		Sherri Jennings	08/05/2019
<i>Notes:</i>				
4/30/18	Students will be given a self assessment about their social emotional status before the lessons begin and periodically throughout the year.		Karen Bryan	08/28/2019
<i>Notes:</i>				
11/29/17	Teachers will use lessons to promote and reinforce positive social skills, relationships, and self-respect. Some of our resources will be Psychology for Kids I & II, Responsive Classroom, First Six Weeks, and a Scholastic website.		Karen Bryan	05/20/2020
<i>Notes:</i> Implementing this into the day can be a challenge due to time constraints.				