

Comprehensive Progress Report

Mission: Our mission at Northside Elementary School is to educate the whole child while ensuring success every day. Our vision is that Northside Elementary School is a place where children learn and achieve at high standards in a safe and loving environment based on their own unique abilities. Students will become successful and responsible citizens.

NORTHSIDE ELEMENTARY'S VISION STATEMENT

Vision: Northside Elementary School is a place where children learn and achieve at high standards in a safe and loving environment based on their own unique abilities. Students will become successful and responsible citizens.

NORTHSIDE ELEMENTARY'S MISSION STATEMENT

Our mission at Northside Elementary is to educate the whole child while ensuring success every day.

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = Past Due Actions

KEY = Key Indicator

| Core Function: | | School Leadership and Decision Making | | | |
|---|---------------------|--|-----------------------------------|---------------------|-------------------|
| Effective Practice: | | Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction | | | |
| | IE02 | The principal develops the leadership capacity of others in the school. (53) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Building principal has established a leadership team with representatives from each grade level and specialty area. The leadership team made a commitment to serve for two years as team leader for their group and meets after school monthly. In addition, the team meets during the summer to make plans for the upcoming school year. In an effort to build more leadership capacity within the building, two teachers have been sent to the Arkansas Teacher Leader Institute. The building will be trained in #observeme initiative and encouraged to set goals they'd like others to observe them doing in order to build leadership capacity among teachers and in order to establish collaboration and growth mindset among teachers. | Limited Development 10/10/2017 | | |
| <i>How it will look when fully met:</i> | | Leadership capacity is built among teachers so that building programs are sustainable despite changes in leadership. | | Suzie Kelley | 05/07/2018 |
| Action(s) | Created Date | | 0 of 3 (0%) | | |
| 1 | 10/11/17 | Two teachers will attend Arkansas Teacher Leader Institute and share with faculty about their projects. | | Suzie Kelley | 07/01/2019 |
| <i>Notes:</i> | | | | | |
| 2 | 10/11/17 | Leadership team consisting of a representative from each grade level will meet over the summer to develop plans for the school year and then will meet monthly to discuss progress on school programs. | | Suzie Kelley | 05/18/2018 |
| <i>Notes:</i> | | | | | |
| 3 | 10/11/17 | School staff will be trained in #ObserveMe philosophy. Every other month, one PLC will be devoted to teachers observing another teacher and will report to their grade level team. | | Karen Goodman | 08/18/2018 |
| <i>Notes:</i> | | | | | |

| 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> | | Northside Elementary offers Extended Learning Opportunities (ELO), Intervention schedules have been created and implemented, Daily schedules have increased math minutes per day, currently use Computer Programs. | Limited Development 10/22/2014 | | |
| | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| <i>How it will look when fully met:</i> | | ELO- Our after school program will begin on Nov. 4. Students who are placed on an AIP are recommended for this extended day learning. It is from 3:30-5:00 on Tuesdays and Thursdays. Students get both small group instruction and computer program time each day. The computer program has a pre-assessment that places each child on their specific performance level and they work from there. It monitors their progress and moves them on as they are ready. The small group instruction is taught by a certified teacher and it supports the instruction that the student receives during the regular school day. Evidence- review monthly progress reports for ELO students using the computer programs accessed by students.) Intervention Schedules- Interventionists have a rotating schedule to ensure that students are getting the instruction they need but not missing the same content in the gen ed setting everyday. (Double blocking) Evidence- Interventionists schedules. Increase Math Minutes- As a district we increased the number of minutes spent on math instruction daily. Evidence- current math block schedule. Computer Program- We currently use MobyMax for literacy and math as a supplemental intervention. The students use this programs in ELO as well as during the school day. It is also offered for parents to access at home. Evidence- Progress reports | Objective Met 03/27/17 | Karen Turner | 05/17/2017 |
| Action(s) | Created Date | | | | |
| 1 | 1/27/15 | The principal will ensure that the teacher's schedules will reflect the increased number of math minutes per day in accordance with district policy | Complete 02/10/2015 | Suzie Kelley | 01/27/2017 |
| | | <i>Notes:</i> Principal will give the Process Coordinator copies of daily schedules to upload into Indistar. | | | |
| 2 | 1/27/15 | Math and Reading Interventionists will provide copies of daily schedule to principal. | Complete 12/12/2016 | Suzie Kelley | 01/27/2017 |

Notes: Principal will give copies of daily schedule to Process Coordinator to upload into Indistar

3 1/27/15 The ELO Lead Teacher will obtain samples of progress reports from the ELO teachers.

Complete 03/27/2017

Karen Turner

03/31/2017

Notes: Karen Turner will give Process Coordinator a spreadsheet sample to upload into Indistar

Implementation:

03/27/2017

Evidence

3/27/2017
Teacher schedules showing the increased math minutes, and literacy and math intervention schedules showing increased minutes on targeted instruction during the school day have been uploaded. A spreadsheet was created to track ELO student progress in both literacy and math and has been uploaded as evidence, as well.

Experience

3/27/2017
This objective required some time to meet it effectively. Northside has offered extended learning opportunities for students in the past through math and literacy intervention, computer programs, increased math minutes, and an after school program. There were issues that had to be sorted out, though, with regards to tracking individual student progress. Literacy data is secured on a district Data Wall, so that information was available and entered into spreadsheet created to track individual student progress of those who receive intervention services and attend ELO after school. The district does not have a similar site for math data, so we are in the process of creating our own Northside math data wall which will be in place for the 2017-2018 school year. Once that document is in place we can import individual scores from both data walls into our ELO spreadsheet.

Sustainability

3/27/2017
For the 2017-2018 school year, a pre-test will be given on a district selected computerized math program to serve as beginning of the year scores. A mid-year assessment will be given in December or January and an end of year assessment will be given in April or May. Literacy scores will continue to be progress monitored and updated regularly.

Grade level teachers will continue to ensure that schedules accommodate the additional math minutes. Intervention services will continue to be provided during the school day for lower achieving students.

| Core Function: | | School Leadership and Decision Making | | | |
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| Effective Practice: | | Ensure High Quality Staff - Recruitment, Evaluation, and Retention | | | |
| 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 |
| <i>Initial Assessment:</i> | | The school district hires teachers with Highly Qualified Teacher status. Administrators in each building 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. | Limited Development 10/22/2014 | | |
| | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| <i>How it will look when fully met:</i> | | Administrator works with Director of Human Resources to hire Highly Qualified Teachers and to maintain records on Highly Qualified Teachers. | Objective Met 11/28/17 | Suzie Kelley | 08/18/2017 |
| Action(s) | Created Date | | | | |
| 1 | 3/31/15 | Principal will meet with Lisa Baker to discuss status of Highly Qualified Teachers and maintain accurate records. | Complete 10/02/2017 | Suzie Kelley | 08/18/2017 |
| <i>Notes:</i> | | | | | |
| <i>Implementation:</i> | | | 11/28/2017 | | |
| <i>Evidence</i> | | 11/28/2017 Staff records from CAO | | | |
| <i>Experience</i> | | 11/28/2017 Mrs. Kelley determined through information provided by Central Office staff that all teachers are highly qualified. | | | |
| <i>Sustainability</i> | | 11/28/2017 Mrs. Kelley and the leadership team will continue to make sure that each new member of the faculty is considered highly qualified. | | | |

| Core Function: | | Curriculum, Assessment, and Instructional Planning | | | |
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| Effective Practice: | | Assess student learning frequently with standards-based assessments | | | |
| IID11 | | Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Northside currently implements and utilizes Pre and Post testing for academic areas. We use continued data for identification of low achieving and high achieving students. | Limited Development 10/22/2014 | | |
| | | Priority Score: 1 Opportunity Score: 1 | Index Score: 1 | | |
| <i>How it will look when fully met:</i> | | All teachers will use Pre/Post tests, Kid Talks, Dibels, running records, DRA, DSA, teacher anecdotal records, Special Education Testing to drive our instruction as well as placement/dismissal of students in intervention programs or special education (GT) services. Placement/Dismissal Evidence - Data Wall, Kid Talk, RTI packet, Team Meeting minutes Drive instruction Evidence - Lesson plans, Math and Literacy Team Meetings, Teacher anecdotal notes | Objective Met 04/20/17 | Suzie Kelley | 05/17/2017 |
| Action(s) | Created Date | | | | |
| 1 | 3/31/15 | APIF will collect RTI paperwork before RTI meetings to ensure that all assessment data is included and reviewed during the RTI meetings. | Complete 12/12/2016 | Miriam Berryhill | 05/17/2017 |
| | | <i>Notes:</i> Process Coordinator will upload blank RTI documents as evidence | | | |
| 2 | 3/31/15 | Principal will ensure that all Data Wall entries are entered and up to date to include Dibels progress monitoring, guided reading levels at report card time, DSA and all other assessment data. | Complete 04/20/2017 | Suzie Kelley | 05/17/2017 |
| | | <i>Notes:</i> Process coordinator - upload a data wall screen shot page for evidence. Blank out all identifying names and information. | | | |
| <i>Implementation:</i> | | | 04/20/2017 | | |
| <i>Evidence</i> | | 4/20/2017 Evidence of full implementation: Data wall, kid talks, RTI, PLCs, lesson plans, teacher notes and teacher trainings. | | | |
| <i>Experience</i> | | 4/20/2017 This objective was not a difficult one. Teachers of NSE continually progress monitor students through the use of pre and post module/unit tests, Dibels, running records, DSA, Front Row Ed, and anecdotal notes. Our district requires teachers to input this data into a district-wide data wall. This is an established practice that has been in place for a while. | | | |

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| Sustainability | 4/20/2017 We must continue to train teachers on progress monitoring methods, data collection and review, and data wall use in order to identify students in need of intervention and/or RTI referral. | | | |
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| Core Function: | Family Engagement in a School Community | | | |
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| Effective Practice: | Explain and communicate the purpose and practices of the school community | | | |
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| | 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 |
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| Initial Assessment: | Parental involvement activities are in place including a Title 1 compact. | Limited Development 10/22/2014 | | |
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| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | |
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| How it will look when fully met: | At the beginning of each school year, all parents receive a copy of the Title 1 student/teacher/parent compact. We encourage all parents to discuss this with their child, sign it, and return it to school. These are kept on file in the office. Our plan to improve on this indicator is to survey parents on their involvement in our One Book One School family involvement initiative and Reading is Sweet Family Night to gain insight as to what would encourage more participation in the future. Evidence: Compact, One Book One School parental involvement letter and bookmark, parental involvement survey. | Objective Met 03/27/17 | Karen Goodman | 05/17/2017 |
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| Action(s) | Created Date | | | |
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| 1 | 3/31/15 | The principal will ensure that copies of the Title 1 student/teacher/parent compact are kept on file in the office during the school year. | Complete 01/23/2017 | Suzie Kelley | 05/17/2017 |
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Notes:

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| 2 | 3/31/15 | Process Coordinator will upload a copy of the One Book One School parent letter and bookmark that was sent home to student families. | Complete 03/27/2017 | Karen Goodman | 03/31/2017 |
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Notes: Obtain letter from school media specialist.

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| 3 | 2/27/17 | APIF will create and distribute a One Book One School parental involvement survey. | Complete 03/27/2017 | Miriam Berryhill | 03/31/2017 |
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Notes: The blank family survey and a completed family survey for One Book One School Reading is Sweet Family Night were uploaded as evidence.

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| Implementation: | | 03/27/2017 | | |
| Evidence | 3/27/2017 The school's Title I Compact, the parent letter and bookmark for One Book One School, and a copy of one family survey have all been uploaded as evidence of fully meeting this objective. | | | |
| Experience | 3/27/2017 In pursuing this objective, team members were made more aware of our Title I Parent Compact and the importance of communicating shared learning responsibilities with families. A spreadsheet was created to keep track of the number of signed and returned compacts, but since they were sent out multiple times during the year we had some duplicates. We decided to survey families to gain better insight as to the effectiveness of One Book One School on at-home learning responsibilities. The feedback was very positive, nightly reading participation was high, and we had high attendance at our Reading is Sweet family night. | | | |
| Sustainability | 3/27/2017 We need to continue to send Title I Compacts home with each student expressing the need for families to support their student's learning at home. We will also make some minor changes/additions to our One Book One School as suggested in family surveys and continue to seek feedback from this and other family involvement nights/celebrations at school. | | | |

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| 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: | | Many teachers in the building have had some components of Responsive Classroom training and there are varying degrees of implementation. Some classrooms are fully implementing a variety of components of RC including morning meeting, responsive teacher language, | Limited Development 10/11/2017 | | |
| How it will look when fully met: | | All teachers will have been trained to some extent in responsive classroom and have implemented components of responsive classroom including morning meeting, positive teacher language, and natural consequences. | | Suzie Kelley | 05/06/2019 |

| Action(s) | Created Date | | 1 of 6 (17%) | | |
|-----------|--------------|--|---------------------|------------------|------------|
| 1 | 1/29/18 | 6 staff will attend Responsive Classroom training over the summer. | Complete 06/16/2017 | Suzie Kelley | 07/01/2017 |
| | | Notes: | | | |
| 2 | 1/29/18 | Staff will review major components such morning meeting, positive teacher language, interactive modeling, and a focus on logical consequences. | | Miriam Berryhill | 06/01/2018 |
| | | Notes: | | | |
| 3 | 1/29/18 | 2nd grade team will focus their PLC meetings on Teaching Discipline in the Classroom. | | Suzie Kelley | 06/01/2018 |
| | | Notes: | | | |
| 4 | 1/29/18 | One representative from each grade level will attend behavior trainings at the Wilbur D. Mills Coop. | | Suzie Kelley | 06/01/2018 |
| | | Notes: | | | |
| 5 | 1/29/18 | Counselor will teach action of the week through Friday video and teachers will reinforce throughout the week. | | Sara Stumpenhous | 06/01/2018 |
| | | Notes: | | | |
| 6 | 1/29/18 | Teachers will create class rules, teams will create grade level rules, and administrators will meet with student leadership team to create school wide rules. Rules will be shared with school in grade level assemblies and revisited after semester break. Rules will be posted in classrooms and around the room. | | Miriam Berryhill | 06/01/2018 |
| | | Notes: | | | |