

## Comprehensive Progress Report

**Mission:** The Southside community is committed to fostering an environment of modeling, teaching and encouraging all children to be productive lifelong learners.

**Vision:**

**Goals:**



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making				
Effective Practice:		Establish a team structure with specific duties and time for instructional planning				
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Southside has grade level teams of which each has a lead teacher. The lead teacher serves as a liason between administrators and other teachers on the team in matters relating to all. The lead teacher also records minutes of meetings that are held weekly on these teams. We also have other team structures in place in the form of committees that concentrate on certain areas important to our building such as leadership, literacy, spirit, and parent involvement. These committees meet in order to help make decisions that are relevant to their specific area. Southside also has a PTO made up of parents that work with teachers to help provide extra supports which benefit all students. Teams will need to continue to meet and work together in order to accomplish the goals of each. Members of each team/committee need to be reminded of the goals and importance of what they are doing.	Full Implementation 11/14/2015			

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Minutes of team meetings reflect items of discussion and the method of collaboration. All minutes turned in to administration. Grade level team meetings are held on a weekly basis.	Limited Development 10/23/2014		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		All grade level teams will provide an agenda/minutes that shows what was discussed and how it will benefit the students. Items of discussion will be recorded and the method of collaboration will be recorded. This will allow reflection on how items discussed will affect student or teacher improvements. Weekly minutes are kept in a binder by grade level leaders and then turned into administration and kept together in a binder.	<b>Objective Met 11/17/16</b>	<b>Stacy Allen</b>	<b>05/27/2016</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	3/4/15	Principal will require each grade level lead teacher to keep detailed agenda/minutes of weekly meetings.	Complete 09/02/2014	Casey Hanna	09/02/2014
		<i>Notes:</i> Casey has instructed all grade level leaders to use the provided Grade level Meeting form which records all participants present, methods of collaboration and meeting focuses. These are to be kept in a binder with the leader and a copy made and turned into administration.			
2	3/5/15	Principal will continue to monitor and receive weekly meeting minutes from each team.	Complete 05/29/2015	Casey Hanna	05/27/2016
		<i>Notes:</i>			
3	11/30/15	Principal will continue to monitor and receive weekly minute meetings. These will be kept in a binder.	Complete 05/27/2016	Casey Hanna	05/27/2016
		<i>Notes:</i>			
4	11/17/16	Team leaders will record minutes of weekly minutes to be turned in to principal. Principal will keep a record of these meetings.	Complete 05/27/2016	Casey Hanna	05/27/2016
		<i>Notes:</i>			
<b>Implementation:</b>			11/17/2016		
<b>Evidence</b>		9/27/2015 Casey Hanna, Principal has paper copies of these minutes organized in a binder.			
		11/17/2016 Meeting minutes were kept by principal as they were turned in by each grade level.			

<b>Experience</b>		<p>9/27/2015 Grade level team lead teachers submitted to the principal a copy of weekly grade level team meetings.</p> <p>11/17/2016 Each grade level team met weekly and kept minutes of items that were discussed in reference to students/staff. These minutes were turned in to Casey Hanna. She kept a record of these meetings.</p>			
<b>Sustainability</b>		<p>9/27/2015 The same direction will be given to next year's team leaders to continue to record minutes of team meetings and submit copies to the principal.</p> <p>11/17/2016 It is of great importance that grade level teams continue to meet regularly in order to discuss items of importance for their particular students. Same guidelines are likely to continue in the future.</p>			
	<b>ID07</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Leadership Team has been developed at Southside Elementary. The Leadership Team consist of grade level leaders from K-4th grade, activity teacher, special education teacher, interventionists, counselor and administration. We have held a limited number of leadership team meetings at this time.	Limited Development 10/23/2014		
<b>How it will look when fully met:</b>		Leadership team meetings will be scheduled twice monthly to discuss curriculum/instruction, building needs, team needs and student needs. Objectives in our school's improvement plan will be monitored in order to facilitate communication and coordination among the grade levels. Minutes will be recorded in Indistar. These minutes can then be printed if needed for documentation.	<b>Objective Met</b>	<b>Stacy Allen</b>	<b>05/31/2017</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 1 (100%)</b>		
1	11/29/16	Leadership meetings will be scheduled by principal twice per month and as needed to discuss items of importance to Southside.	Complete 12/04/2017	Stacy Allen	05/31/2017
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus 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>		Principal does regular classroom walkthroughs, attends grade level meetings, and conducts Kid Talks for each grade level. Administrative staff completes formal and informal observations on all certified staff members as indicated by the Track system for Teacher Excellence and Support System (TESS) using Charlotte Danielson's Framework for Teaching.	Limited Development 10/23/2014		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All formal and informal observations and PGPs will be uploaded into Bloomboard. All post observation conferences will be documented in Bloomboard system. Completed rating scales on teachers' observations will be documented by principal and assistant principal. Weekly grade level meetings will be conducted to discuss curriculum and instruction. Minutes and sign in sheets will be documented in grade level notebooks. Embedded sessions will be completed by all teachers with discussions of instructional strategies for differentiating instruction. Documentation of attendance will be kept by principal.	<b>Objective Met 11/17/16</b>	<b>Stacy Allen</b>	<b>05/27/2016</b>
Action(s)	Created Date				
1	3/8/15	All teachers will create and meet with administration to approve professional growth plans, then upload onto Bloomboard.	Complete 05/27/2016	Lori Bridges	09/30/2016
		<i>Notes:</i> Casey and Lori will monitor to be sure that PGPs are uploaded by individual teachers into Bloomboard.			
2	3/8/15	All teachers will meet with administrators for mid-year PGP review in January. Teachers will then update and upload revised PGPs onto Bloomboard.	Complete 01/29/2016	Lori Bridges	01/29/2016
		<i>Notes:</i> Casey and Lori will monitor to see that all uploads have been completed in Bloomboard.			
3	10/30/14	All Formal and Informal observations and PGP's will be uploaded into Bloomboard.	Complete 05/27/2016	Casey Hanna	05/27/2016
		<i>Notes:</i> All professional growth plans were uploaded into Bloomboard by teachers by the deadline in October.  All mid-year PGP conferences will be held and teachers will be given instructions to upload mid year progress.			
4	10/30/14	Post observation conferences will be documented in Bloomboard.	Complete 05/26/2016	Lori Bridges	05/27/2016

<i>Notes:</i>					
5	11/30/15	Teachers will attend embedded professional development sessions and monthly Kid Talk meetings with administrators.	Complete 05/26/2016	Lori Bridges	05/26/2017
<i>Notes:</i>					
<b>Implementation:</b>			11/17/2016		
<b>Evidence</b>	11/17/2016	All required documentation for this objective has been entered in Bloomboard for the 2015-16 school year.			
<b>Experience</b>	11/17/2016	These tasks were all part of mandatory state teacher goal planning/observations. All information was mandated to be entered into the Bloomboard system by teachers and administrators.			
<b>Sustainability</b>	11/17/2016	Teachers will continue to be required to meet with administrators to plan goals and to discuss classroom observations as required by state and district guidelines.			

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
<i>Initial Assessment:</i>		The Leadership Team met for the 2015-2016 school year to determine the direction Southside Elementary wanted to go as far as Professional Development and embedded sessions. After classroom observations and classroom walk through using Bloomboard and the Charlotte Danielson's Framework for Teaching an analysis was completed to determine that differentiated instruction was a focus need for professional development and embedded sessions. Teachers for the 2015-2016 are completing the requirements for professional development and embedded sessions.	Limited Development 03/29/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All staff members will attend professional development based on the needs assessed by administrators. These trainings will be done during a common time for each grade level to be sure all are able to attend and receive the benefit. Attendance at the trainings will be documented on sign in sheets kept by administration.	<b>Objective Met 11/17/16</b>	<b>Melissa Fureigh</b>	<b>03/25/2016</b>
Action(s)	Created Date				
1	3/30/16	Administrators will provide regular trainings throughout the year to see that teachers are receiving beneficial professional development during common plan times.	Complete 03/25/2016	Lori Bridges	03/25/2016
<i>Notes:</i>					
<i>Implementation:</i>			11/17/2016		
<i>Evidence</i>		11/17/2016 Teachers were required to sign in at each of the embedded sessions.			
<i>Experience</i>		11/17/2016 Embedded professional development was provided throughout the school year during teacher plan times. This time was required by teachers as part of total hours of PD for the year.			

<b>Sustainability</b>		11/17/2016 Embedded professional development is handled differently each year. Plans will be made for future PD at the appropriate times.			
<b>!</b>	<b>IF06</b>	<b>Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Classroom observations are made by the administration staff using Bloomboard and Charlotte Danielson's Framework for Teaching. The administrative staff provides information to discuss with each teacher on how to determine their professional development needs. Professional development is provided as a whole faculty, or specific to grade level or teacher.	Limited Development 03/29/2016		
<b>How it will look when fully met:</b>		Each teacher will provide documentation through shoebox and bloomboard to show progress toward meeting all required professional development. Administrators will give suggestions to staff members as needed to help plan future professional development that may be individualized based on individual needs.		<b>Stacy Allen</b>	<b>05/30/2017</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
<b>1</b>	3/30/16	Teachers will discuss their professional development plans for the following year with administrator at the end of each school year.		Stacy Allen	05/30/2017
<i>Notes:</i>					
	<b>IF11</b>	<b>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All staff members are required to individually set goals (PGP) on a yearly basis. PD for that year is targeted for individuals to meet individual goals. There is also a building level goal set each year. The professional development provided to meet this goal as a team is provided through regular embedded sessions during common plan times. Evidence can be provided through individual records of attendance as well as through Bloomboard where teachers are required to reflect on goals. This process begins anew each year. Teachers attain 60 hours per year of professional development as required by state/district. Teachers provide a plan for meeting these required hours for the following year by end of each current school year.	Full Implementation 03/08/2016		

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>		Our school currently provides extended learning times within the school day to students deemed in need of intervention in the areas of reading and math through 30 minutes blocks with an interventionist who is a certified teacher. These interventionists do ongoing assessments of the students they see. There is regular communication between the classroom teachers and these interventionists. Interventionists also provide end of the year data to district level curriculum specialists for review. Southside provides after school tutoring and test preparation in the weeks preceding standardized testing in the spring semester.	Limited Development 11/14/2015		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Classroom teachers along with interventionists will create schedules that will allow students to gain the most benefit from double blocking in areas of need. Data provided by interventionists will show student growth.	<b>Objective Met 11/17/16</b>	<b>Stacy Allen</b>	<b>05/26/2017</b>
Action(s)	Created Date				
0	3/8/16	Southside will host an after school program for third and fourth graders called "Adventurer's Camp". The purpose of the program is to provide project based activities that will cause students to use literacy, math and science skills. Students will be nominated by classroom teachers based on need in areas of literacy, math and social needs.	Complete 04/22/2016	Lori Bridges	04/22/2016
		<i>Notes:</i> Lori Bridges recruited teachers who were willing to work the Adventurer's Camp. Students will begin attending on February 29th for three afternoons per week.			
<i>Implementation:</i>			11/17/2016		
<i>Evidence</i>		11/17/2016 School intervention specialists keep detailed records of skills worked on with students. Attendance records were kept for students who attended after school program.			



<b>Experience</b>	11/17/2016 Teachers were recruited in order to offer an after school program that focused on problem solving skills. Students took part in hands on engineering style activities as well as communication activities. Students also continued to take part in classroom interventions and pull out intervention programs throughout the year.			
<b>Sustainability</b>	11/17/2016 Students will continue to receive intervention services in the regular classroom or with specialists as necessary based on performance. Future after school activities will be investigated on a yearly basis as allowed.			

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Ensure High Quality Staff - Recruitment, Evaluation, and Retention</b>			
	<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 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.		Full Implementation 03/08/2016		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
!	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There are different levels of instructional teams at our school. Curriculum department designees at district level oversee committees of teachers who come together from different elementary schools as a grade level to build units of instruction which are then posted for use by all teachers of that grade level in the district. Southside has teachers to be part of those district level committees in the areas of literacy, math, science and social studies. Each grade level in the building meets regularly and discusses concerns regarding the units of instruction. Each teacher of course has the authority to change lessons to meet the needs of students in any particular classroom. Differentiation is key to teaching any units of instruction.	Limited Development 11/14/2015		
<i>How it will look when fully met:</i>		District level google sites will be fully up to date in all curriculum areas. Grade level curriculum maps by subject can be printed. Individual teacher lesson plans will also reflect the teaching of the standards-aligned units of instruction.		Melissa Fureigh	05/26/2017
Action(s)	Created Date		0 of 1 (0%)		
1	11/30/15	Teachers from Southside who are on district level curriculum teams will attend meetings and give input.		Melissa Fureigh	05/26/2017
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
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
<i>Initial Assessment:</i>		ITBS, ACT Aspire, DIBELS, DRA and various math and literacy assessment guide teachers in student progress throughout the school year. Teachers use the assessment data to base their instructions and identify students in need of additional assistance. Kid Talks meetings and individual teachers review the results to make the necessary accommodations for student success. These assessments provide Southside with the data to look for areas of strength and weakness in the curriculum and instructional plans.	Limited Development 03/29/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The assessments will be given in a timely manner as evidenced by results being recorded and delivered electronically. Kid Talk document including follow ups can be found on google drive. Teachers will provide evidence in the form of meeting minutes.	<b>Objective Met 03/27/17</b>	<b>Melissa Fureigh</b>	<b>06/01/2018</b>
Action(s)	Created Date				
1	2/7/17	Third and fourth grade students will take ACT Aspire Interim assessments in the area of Math and Science three times throughout the year. Students will also take reading and writing assessments through Front Row (reading) and Google Classroom (writing).	Complete 03/07/2017	Melissa Fureigh	05/25/2017
		<i>Notes:</i> ACT Aspire Interim assessments were completed by third and fourth graders in math and science as of 2/28/17. Front Row Reading Assessments were completed on 3/7/17.			
<i>Implementation:</i>			03/27/2017		
<i>Evidence</i>		3/27/2017 All ACT Interim Assessment data is available digitally by signing in to individual teacher accounts and producing the reports. Front Row data is also available in teacher accounts.			

<b>Experience</b>		3/27/2017 The district provided the use of the ACT Aspire Interim Assessments this school year to assess student growth. Students were given the ability to see what the end of the year assessments may be like and gain confidence in using chromebooks to take the assessments. The data received digitally from these assessments was then discussed during PLC meetings and decisions could be made about what skills needed more work in order to have higher achievement in the future. These results proved to be quite useful in planning instruction.			
<b>Sustainability</b>		3/27/2017 It will be necessary to continue to use the data that is received after interim assessments are given to help drive instruction.			
	<b>IID09</b>	<b>Instructional Teams use student learning data to plan instruction.(107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Southside Elementary has just began the process of implementing Professional Learning Communities (PLCs) within our building. During the summer of 2016, three staff members attended a district level professional development pertaining to PLCs. Those staff members then trained the leadership team during a summer work session. PLC teams have been formed which consist of grade level teachers for each grade. PLC meetings have been scheduled for once a week during a common plan time and teams have developed norms for those meetings. We hope through this process we will be able as instructional teams to look closely at student learning data to help plan future instruction within the classroom.	Limited Development 11/17/2016		
<b>How it will look when fully met:</b>		To be fully and completely met, PLCs will be able to meet independently (without administration) to define guaranteed curriculum, build assessments and utilize data to drive instruction and provide interventions. Data from interim assessments will also be studied to help plan areas of greatest need. Evidence will be grade level common assessments, minutes of PLC meetings and intervention plans for students.		<b>Stacy Allen</b>	<b>05/30/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 6 (0%)</b>		
1	11/29/16	PLC teams will meet to establish their guaranteed curriculum for each 9 weeks.		Stacy Allen	05/31/2019

*Notes:* Teams should decide what they feel is the MOST IMPORTANT skill a child should have for each grading period and be sure there is attention given regularly to it to be sure ALL students make progress and eventually show proficiency.

2

11/29/16

PLCs will create common assessments each nine weeks to assess student success on the guaranteed curriculum. The team will decide how to determine student proficiency on the assessment. In addition some quick assessments will be created to monitor continued proficiency in regards to the guaranteed curriculum.

Stacy Allen

05/31/2019

*Notes:* Team members will work together to come up with a consistent assessment in all classes. Assessments must be graded using the same criteria.

3

11/29/16

Classroom teachers will administer the common assessment developed in PLC meetings to their classrooms each nine weeks.

Stacy Allen

05/31/2019

*Notes:*

4

11/29/16

PLC teams will meet to discuss the results of common assessments and consider different ways to intervene for students who are not proficient on the guaranteed curriculum.

Stacy Allen

05/31/2019

*Notes:*

5

11/29/16

PLCs will take part in Kid Talks in order to brainstorm ideas for struggling students.

Stacy Allen

05/31/2019

*Notes:*

6

2/7/17

Grade level teams will meet during scheduled PLC meetings to discuss results from the interim assessments in math, science and literacy.

Stacy Allen

05/25/2017

*Notes:*

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teacher's plans reflect the teaching of Arkansas Learning Standards as guided by the district's approved curriculum (Engage NY, Literacy Units based on balanced literacy, Science and Social Studies activities found on the district google sites). The district assessment schedule provides timelines for assessments including DRA, DSA, DIBELS, LISA, QUALLS. End of module assessment results for math units are recorded for administration.	Limited Development 10/23/2014		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Lesson Plans will reflect the standards being taught through each lesson. When fully implemented, the school should see increased scores on local and standardized assessments as long as these assessments are aligned with current standards and curriculum. Evidence to show that this objective has been met will include information from the district's data wall for literacy assessments as well as results from standardized testing.	<b>Objective Met 11/17/16</b>	<b>Stacy Allen</b>	<b>05/30/2017</b>
<i>Action(s)</i>	<i>Created Date</i>				
1	3/5/15	Teachers will refer to district literacy and math modules in their lesson plans to assure that standards are being taught.	Complete 05/27/2016	Casey Hanna	05/27/2016
		<i>Notes:</i> Casey requests that weekly lesson plans be hung outside classroom doors for easier access to monitor this objective and help to insure this task gets completed.			
2	3/5/15	Teachers will assess at given intervals as determined by the district's assessment schedule. This schedule differs for different grade levels within the school. The assessment data will be entered electronically on the district's google document.	Complete 05/27/2016	Lori Bridges	05/27/2016
		<i>Notes:</i>			
3	11/30/15	Teachers will refer regularly to updated district curriculum google sites.	Complete 05/27/2016	Lori Bridges	05/26/2017
		<i>Notes:</i>			
<i>Implementation:</i>			11/17/2016		

<p><b>Evidence</b></p>	<p>11/17/2016 The district data wall contains results from necessary literacy assessments throughout the year. Teacher lesson plans are also evidence that the objective has been implemented.</p>			
<p><b>Experience</b></p>	<p>11/17/2016 Lesson plans were required to be available to administrators on a weekly basis. Teachers were encouraged to regularly check the status of district google sites which include ideas and lesson plans for meeting student learning goals to help in making of lesson plans. Assessment data based on district assessment schedule was added to the data wall so that it would be accessible to those who need to see it.</p>			
<p><b>Sustainability</b></p>	<p>11/17/2016 Teachers will need to stay up to date on changes to district google sites and use this information to help in the lesson planning process. New teachers will need to have professional development to be able to use these sites. Lesson plans (while flexible day to day) will need to remain accessible to administrators.</p>			

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID03	The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff is implementing interventions in math and reading throughout the school day with targeted groups of students based on assessment data. A program is also being offered after school to assist students who are struggling in reading or math. Staff will monitor student progress through interventions quarterly.	Limited Development 11/28/2017		
How it will look when fully met:		Staff will be aware of the progress made by each student receiving interventions. In order to know that the objective is fully met, we would want to see that academic gaps in learning have closed and students are able to perform on grade level.		Melissa Fureigh	12/31/2018
Action(s)	Created Date		2 of 6 (33%)		
1	11/28/17	In order to provide students with maximum time in their instructional classroom setting, push-in interventions in math and literacy are being implemented across grade levels.		Stacy Allen	05/31/2018
Notes:					
2	11/28/17	Look at assessments and screening tools being used to identify who is receiving interventions and who may no longer need them.		Stacy Smith	05/31/2018
Notes:		All interventionists will review their data regularly to determine who needs to receive and be released from interventions.			
3	11/28/17	Teachers in place for the ELO program for 3rd and 4th program to begin.	Complete 11/17/2017	Stacy Allen	11/17/2017
Notes:					
4	11/28/17	Looking into providing transportation for the ELO program in order to provide services for more students.	Complete 11/17/2017	Stacy Allen	11/17/2017
Notes:					



5	11/28/17	Look into data from interventions currently in place. Interventionists will keep track of data from new programs being used with students to target specific skills.		Stacy Smith	05/31/2018
<p><i>Notes:</i> Stacy Smith will also look at new Connections program data to determine progress. All interventionists will keep track of data to determine progress and benefit of program.</p>					
6	11/28/17	Tier 3 interventions will be offered as we have availability in schedules. Interventionists will provide one-on-one interventions to these students.		Melissa Fureigh	05/31/2018
<p><i>Notes:</i> Tier 3 interventions will be given to students per RTI recommendations as resources are available.</p>					

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>		<p>Southside strives to communicate effectively with our families to help ensure continued learning outside of the school day. We have a Parent Center that provides a variety of activities that can be checked out by parents to enrich learning at home in the areas of literacy and math. The activities are organized by grade level. Teachers communicate with parents to keep them aware of what children are learning in class and what activities need to be done at home. Some examples of this would be that students should be reading or being read to at home daily and students need to practice math facts (addition, subtraction and multiplication) at home. At parent-teacher conferences, teachers gave parents a copy of "refrigerator curriculum" which informed them of the most important skills a child will learn in their particular grade. Southside also tries to involve families in reading together through our One Book, One School program that we incorporate each year. This encourages the entire school including families to be actively reading the same book so that meaningful conversations can take place between home and school. Our school also provides an account with ability to sign in at home through Sum Dog to assist children with building math fluency.</p>	Limited Development 11/14/2015		
<i>How it will look when fully met:</i>		All parents will be involved with their child's learning, and this will be evident in the classroom environment. Teachers will keep parents informed and be easily accessible through written, electronic, or face to face communications. Information needed to provide that this objective is met will include: copies of teacher newsletters, refrigerator curriculums, parent center use information, and other communication evidence dealing with One Book, One School reading program or at home use of Sum Dog math program that reinforces math fluency.		Stacy Allen	05/26/2017
Action(s)	Created Date		4 of 6 (67%)		
1	11/30/15	Students will be given sign on information for online programs for use at home and school.	Complete 05/27/2016	Lori Bridges	10/01/2017
<i>Notes:</i>					

2	2/7/17	Books will be distributed to every child at Southside as part of the One Book One School Program. Every child will receive a copy of The World According to Humphrey.	Complete 02/03/2017	Melissa LeMay	02/03/2017
<i>Notes:</i> Books will be passed out by classroom teachers after the book has been unveiled at PAW Pride Assembly on Feb. 3rd.					
3	2/7/17	Students will take turns taking home the Humphrey journal (one per class). In this journal parents are encouraged to help their children write a story about Humphrey and return to school the next day.	Complete 03/07/2017	classroom teachers	03/07/2017
<i>Notes:</i>					
4	2/7/17	A culminating Family Night will be planned for March 7, 2017 to celebrate the reading of One Book One School -Humphrey book. Letters will be sent home informing families of the activities planned for that evening.	Complete 03/07/2017	Stacy Allen	03/07/2017
<i>Notes:</i>					
5	4/14/17	A plan for the summer reading challenge will be implemented. Students will be given a checklist/bingo card to keep up with certain reading tasks over the summer months to help decrease the amount of regression over the summer.		Melissa LeMay	05/15/2017
<i>Notes:</i> Mrs. LeMay met with leadership team to discuss possible activities to be included with the Summer Reading Challenge.					
6	4/14/17	A place for a celebration to include all families who participate in the summer reading challenge will be planned. Suggested locale is the Cabot Water Park.		Stacy Allen	05/01/2017
<i>Notes:</i> Mrs. Allen will schedule with Cabot Parks and Recreation.					