

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.



! = 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>		Grade level leaders and support staff create a leadership team where decisions are made for the building. The whole team meets in the summer to plan the calendar for the year, student activities and programs, and other building initiatives. Smaller parts of the team meet throughout the year to plan grade level events and other things such as the parental involvement leadership team, one book one school team, and other small leadership groups. The group also plans way to implement district goals in our building as well.	Full Implementation 09/30/2015		
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teams planning has agendas to make sure that priorities are met. Grade level teams also fill out a weekly planning sheet and agenda at each of their team meetings. All embedded sessions and leadership teams have an agenda and sign in sheet as well.	Full Implementation 09/30/2015		
	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Our Indistar leadership team meets twice a month to address issues of the school and assess indicators that we are currently working on.	Full Implementation 09/30/2015		
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Core Function:	School Leadership and Decision Making			
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Effective Practice:	Align classroom observations with evaluation criteria and professional development			
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	IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The principal uses information gathered through TESS (Teacher Excellence and Support System) to create an overarching theme used to drive professional development and develop building goals. We are currently exploring new evaluation tools to enhance the information gathered through TESS.		Limited Development 03/30/2016		
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How it will look when fully met:	Work with staff to establish a schedule of teacher - peer observations that can be implemented throughout the school year.			Sherri Jennings	08/31/2016
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Action(s)	Created Date				
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Notes:

	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
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Initial Assessment:	A survey given at the beginning of the year indicated that the staff wanted to participate in peer observations. The teachers filled out peer observation forms, and a few teachers have presented to the staff.		Limited Development 03/30/2016		
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How it will look when fully met:					
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Action(s)	Created Date				
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Notes:

	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Based upon scores and observation feedback provided to teachers through Bloomboard and the TESS componenets, teachers plan to attend pd based on areas of need. This evidence is also used for teachers to plan their Professional Growth Goals as well.		Full Implementation 09/30/2015		
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!		IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	To build capacity for leadership in the building, teachers are encouraged to present on areas of curriculum where they have strengths. This will help teachers have buy in to implement strategies and programs.	Limited Development 12/04/2015		
		How it will look when fully met:	The leadership team was encouraged to find an area to present on at our back to school meetings as well as different PLC's and meetings throughout the year. This will be an ongoing goal. We will plan for full implementation for the spring, but will start with teacher presentations in August.		Sherri Jennings	05/13/2016
Action(s)	Created Date			0 of 3 (0%)		
1	12/4/15	6 teacher presentations are planned for back to school agenda on areas of our curriculum			Sherri Jennings	08/14/2015
		<i>Notes:</i>				
2	12/4/15	Cindy Wilson- math coach will present to teachers on math programs during PLC times.			Sherri Jennings	09/23/2015
		<i>Notes:</i>				
3	12/4/15	Literacy teachers will help present on reading and scoring DRA's and group placement for reading groups during PLC time.			Sherri Jennings	10/07/2015
		<i>Notes:</i>				
!		IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Teachers will receive quality professional learning that will increase student achievement and teacher effectiveness. Teachers will collaborate together to build learning communities where everyone can grow together. Teachers will turn in Shoebox forms showing that they met their required number of pd hours.	Limited Development 03/30/2015		
		How it will look when fully met:	Teachers will attend embedded sessions throughout the year as well as attend weekly professional learning community and team meetings.		Sherri Jennings	05/29/2015
Action(s)	Created Date			0 of 3 (0%)		
1	3/30/15	Lead teachers turn in agenda and meeting notes from weekly meetings.			Sherri Jennings	05/29/2015
		<i>Notes:</i> Grade level leaders were informed of task and given documentation to fill out at each meeting. Notes/form will be turned in weekly to Sherri Jennings and kept in grade level leader binder.				
2	3/31/15	All teachers turn in documentation form from shoebox showing detailed information of professional development hours.			Sherri Jennings	06/03/2015

Notes: Sherri Jennings will collect data from each teacher and keep documentation in PD notebook.

3
12/4/15
Teachers will have completed 6 embedded sessions throughout the year focused on our building priority. They will still continue to work on areas of the curriculum that need to grow during their weekly team meetings as well as PLC's.

Michelle Atherton

03/03/2015

Notes:

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 March for grades 2-4.	Limited Development 10/30/2014		
<i>How it will look when fully met:</i>		*2017-18 Students will begin attending Adventure Club on November 6th. 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 beginning and ending guided reading levels and compared at the end of the program for growth. Students will also take a pre and post test using Mobymax. Students will rotate weekly in order to be a part of all of the STEM lessons taught by each teacher.	Objective Met	Sherri Jennings	04/03/2018
Action(s)	Created Date		5 of 5 (100%)		
1	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>					
2	11/29/17	First official day of Adventure Club	Complete 11/06/2017	Kathy Hill	11/06/2017
<i>Notes:</i>					
3	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

Notes:					
4	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
Notes:					
5	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
Notes:					

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
<i>Initial Assessment:</i>		The district has a grade level team that helps with the development of grade level curriculum based on common core standards. Our challenge at our building is to implement the curriculum but to continue to differentiate for the learning levels of our students. Teachers meet during team time to discuss ways they are differentiating and interventions that are working for their classroom students. Our goal is to keep the target of main rock of the curriculum, but to find different ways to teach it to ensure all students are successful.	Limited Development 09/30/2015		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
Notes:					

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
<i>Initial Assessment:</i>		DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments are given at the beginning, middle, and the end of the school year. Also, monthly accuracy checks are administered for every student to assess student progress.	Full Implementation 03/30/2016		

!		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>		Currently we review and progress monitor DIBELS testing data for all students. In the area of mathematics, we do a post test and analyze data, but not a pre-test.		Limited Development 11/20/2014		
<i>How it will look when fully met:</i>		We will implement a screener on the computer from FrontRow education in which we monitor the progress of students who are not achieving at or above grade level. Based on teacher observation in class, class work, and previous year test data, students will be identified and Mrs. Wilson (math interventionist) will begin pre-testing on FrontRow to determine if further intervention is required. Based upon those results, an intervention plan will be created for each student based on need.			Sherri Jennings	11/24/2014
Action(s)	Created Date			2 of 3 (67%)		
1	2/24/15	Screen third and fourth grade students using Front Row Ed to see who scores basic or below basic.		Complete 09/05/2014	Cindy Wilson	09/05/2014
<i>Notes:</i>						
2	2/24/15	Assess students in third and fourth grades who scored basic or below basic using the Battista interview assessments. Small groups will be formed based on areas of weakness and levels of student performance.		Complete 09/12/2014	Cindy Wilson	09/12/2014
<i>Notes:</i>						
3	2/24/15	Perform progress monitoring assessments to determine if group changes need to be made.			Cindy Wilson	10/10/2014
<i>Notes:</i>						
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

Initial Assessment:		Teachers in our building/district are provided with materials and lessons on our district wiki pages. The materials and books to carry out lesson are also provided. They are created with a leadership team of grade level teachers using backward planning to make sure all report card and common core standards are met. Assessments and exit tickets have also been created to monitor student learning and need for interventions as the pacing of the lessons move forward. Our district regardless of building, stays at the same pace so that students who are transferring from building to building will not miss out on important curriculum and instruction.	Full Implementation 09/30/2015		
	IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers are required to have weekly lesson plans based on their curriculum and pacing guides provided by the district and common core standards. The principal an assistant principal check plans every Monday morning to make sure they are up to date and completed.	Full Implementation 12/04/2015		
	IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our building goal is working with assessments that are given to students. Teachers are required to give specific assessments such as DRA, DSA, Dibles, Math tickets, and other classroom assessments. Our grade level teams are looking at summative and formative assessments and making sure we stay on target with progress. Mrs. Atherton will also monitor our data base to make sure all teachers are uploading student scores.	Limited Development 12/04/2015		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					

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 last year. We will continue this theme again this year. Teachers will give out supperhero 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 superhero cards to reinforce positive characteristics such as being helpful, engaged, respectful, and on task. All faculty and staff are given superhero 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 and ride the super-hopper down the hall. Pictures of the superheros are tweeted out. The goal is to improve student behavior and motivate students to do the right thing.		Sherri Jennings	05/20/2020
Action(s)	Created Date		4 of 8 (50%)		
1	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>					
2	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>					
3	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.		Sherri Jennings	05/24/2018
<i>Notes:</i>					
4	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

Notes: Postcards will be ordered as needed. The amount will vary depending on how many are given out.

5	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
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Notes:

6	11/29/17	We will pass out superhero cards to reinforce positive characteristics such as being helpful, engaged, respectful, and on task.		Sherri Jennings	05/24/2018
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7	11/29/17	Students will pick a prize out of a prize bucket when their superhero card is announced on the intercom.		Sherri Jennings	05/24/2018
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8	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		Cindy Wilson	08/16/2018
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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>		Westside currently holds family nights to provide parents with materials and ideas on how to provide academic support at home. We hold a family night each semester. During our math night we are also holding a Math 101- which walks parents through the math block in each grade level. That way they can have a hands on experience with the tools that the students use daily. WE send home a compact with parents to sign at the beginning of the year. Through he data of the survey that went home with it, it was determined that Math 101 was needed.	Limited Development 10/30/2014		
<i>How it will look when fully met:</i>		We have met several times with each grade level to plan activities and gather parent information for our fall family night. We will meet again in the spring as we continue to plan our spring family night. Our leaders help with the overall vision, but every teacher will pull together to run stations and do presentations.		Michelle Atherton	03/06/2015
Action(s)	Created Date		0 of 3 (0%)		
1	10/30/14	Fall Family Night and Math 101		Michelle Atherton	10/30/2014
		<i>Notes:</i> Outlined who is responsible for each task and station.-- Grade level reps Cindy Wilson- math interventionist will also aid in parent discussions			
2	3/31/15	Look at school percentage of attendance for Math 101 and family night.		Michelle Atherton	04/17/2015
		<i>Notes:</i> Michelle will look at sign in sheets from Math 101 and Family night to see percentage of participation from each activity.			
3	12/4/15	This year to create more interaction between teachers and parents we created sneak peak nights where teachers will go over daily expectations and curriculum with parents. This will make them aware of what they are going to be taught this school year and how parents can help at home.		Michelle Atherton	09/10/2015
		<i>Notes:</i>			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	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
<i>Initial Assessment:</i>		Our elementary celebrates go college week where we talk about colleges in the state each day, share places staff went to college, and other college events such as college t-shirt day. This is all to expose students to options for their future stories. We have students write their hopes and dreams for their future and encourage them to do necessary work to meet those goals.	Limited Development 09/30/2015		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					

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
Action(s)	Created Date		7 of 12 (58%)		
1	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:					
2	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:					
3	11/29/17	Teachers developed the CHAMPS criteria for different areas of the building.	Complete 09/01/2017	Kriston Ciaccio	09/01/2017
Notes:					

4	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>					
5	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>					
6	11/29/17	Monitor hallways during dismissal time to remind students of the CHAMPS hall expectations.		Ginny Brown	05/24/2018
<i>Notes:</i>					
7	11/29/17	Train teachers using the video from Mrs. Ciaccio's class. Teachers will look for positive interactions within the lesson using CHAMPS.		Cindy Wilson	08/16/2018
<i>Notes:</i>					
8	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.					
9	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>					
10	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	4/30/18	The counselor will teach some of these lessons with small groups throughout the end of the year.		Brenda Phillips	05/24/2018
<i>Notes:</i>					
12	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	05/20/2019
<i>Notes:</i>					