

### 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

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Establish a team structure with specific duties and time for instructional planning</b>			
	<b>ID04</b>	<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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>Actions</b>					
	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

	<p><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.</p>			
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>			
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>			
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>			
<b>Implementation:</b>		11/17/2016		
<b>Evidence</b>	<p>9/27/2015 Casey Hanna, Principal has paper copies of these minutes organized in a binder.</p> <p>11/17/2016 Meeting minutes were kept by principal as they were turned in by each grade level.</p>			
<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>			

	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
<i>Initial Assessment:</i>	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			
<i>How it will look when fully met:</i>	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>Actions</b>		<b>1 of 1 (100%)</b>			
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>
<b>Actions</b>					
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.					
10/30/14	Post observation conferences will be documented in Bloomboard.		Complete 05/26/2016	Lori Bridges	05/27/2016
<i>Notes:</i>					
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.					
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

*Notes:* Casey and Lori will monitor to be sure that PGPs are uploaded by individual teachers into Bloomboard.

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

*Notes:*

**Implementation:**

11/17/2016

**Evidence**

11/17/2016

All required documentation for this objective has been entered in Bloomboard for the 2015-16 school year.

**Experience**

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.

**Sustainability**

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:		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>
<b>Actions</b>					
	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.			
	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>			
	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>			
<b>Implementation:</b>			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	05/31/2019
Actions			0 of 6 (0%)		
11/28/17		In order to provide students with maximum time in their instructional classroom setting, push-in /pull-out interventions in math and pull-out intervention in literacy are being implemented across grade levels.		Stacy Allen	05/01/2019
Notes:					
11/28/17		Look at assessments and screening tools being used to identify who is receiving math or reading interventions from an interventionist and who may no longer need them.		Amber Price	05/01/2019
Notes: All interventionists will review their data regularly to determine who needs to receive and be released from interventions. Teachers will also be discussing intervention data as well as common assessment data in their weekly PLC meetings. Interventions for math and reading are being given both during WIN time and classroom instruction time for some students. When analyzing data, this needs to be considered.					
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.		Amber Price	05/01/2019
Notes:					



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	05/01/2019
<i>Notes:</i> Add task reflecting Tier III interventions when a clearer plan is in place.				
10/17/18	Using Phonics First data and BVSD screener, students are placed in WIN groups based on individual needs that were identified through assessments.		Amber Price	05/01/2019
<i>Notes:</i>				
4/19/19	RISE (Science of Reading) research supports all tiers of instruction. Our whole group students are working on comprehension, vocabulary, and fluency. Small groups are focused on interventions for decoding with decodable texts and Flyleaf decodable texts and encoding with Phonics First instruction.		Stacy Allen	07/01/2021
<i>Notes:</i>				