

Comprehensive Progress Report

Mission:

Recognizing our primary students as citizens of tomorrow, East Side Elementary School, in cooperation with the family and community, is committed to preparing children for the future by meeting their academic, technological, and social/emotional needs within a nurturing environment which enhances and promotes lifelong learning.

Vision: Where All Belong, All Learn, All Succeed

Goals:

East Side Elementary will increase student achievement in English Language Arts by 10% as measured by the MAP (NWEA) assessment and other assessment and screening tools. East Side Elementary will also prepare K-2 students to meet or exceed expected growth as measured by future ACT Aspire Summative Assessments. The goals for improving reading achievement throughout the district are as follows:

- To continue proficiency and awareness training in the science of reading
- To implement the evidence-based science of reading practices
- To teach and solidify the Reading Foundational Skills needed to result in student proficiency in reading
- To close reading gaps by addressing the deficits in Reading Foundational Skills and other components of the science of reading
- To meet or exceed student expected growth as measured by the ACT Aspire Summative Assessment



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in assessing and monitoring student mastery			
	IIB05	All teachers re-teach based on post-test results.(95)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Through instructional team meetings, teachers have been instructed to reteach based on benchmark and screening results, either whole group or small group, according to need. Post-assessment results and follow-up instructional practices will be discussed at team meetings.	No Development 11/07/2017		
How it will look when fully met:		All teachers will reteach based on post-assessment and progress monitoring results. If less than 60% of the class masters a standard, the teacher will reteach to the whole class. If more than 60% of the class masters a standard, then instruction will be provided through small groups for those students who did not show mastery. Instructional teams will analyze test data as a group and will share strategies that worked in their classrooms.		Denise Redmon	05/27/2022
Actions			0 of 3 (0%)		
	11/7/17	Instructional teams will collaborate to design benchmark and progress monitoring assessments that are aligned to standards and science of reading evidence-based practices.		Denise Redmon	05/27/2022
<i>Notes:</i>					
	11/7/17	Instructional teams will meet at least bi-monthly to analyze assessment data and to collaborate on instructional strategies.		Denise Redmon	05/27/2022
<i>Notes:</i>					
	6/9/21	Continue to employ two literacy and one math facilitator to work with instructional teams to provide instruction, curriculum, and assessments that are aligned to standards and based on science of reading and student-centered mathematical best practices.		Jill Rader	05/27/2022
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in differentiating and aligning learning activities			
	IIC01	Units of instruction include specific learning activities aligned to objectives.(96)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will continue to develop and utilize standards-based lessons with the focus on the science of reading evidence-based practices and small-group activities. Formative and summative assessment data will guide instruction.	Limited Development 07/27/2015		
<i>How it will look when fully met:</i>		Instructional teams will continue developing instructional units that are aligned to state standards and science of reading components. Units will include objectives, activities, sample lessons, vocabulary, and assessments.		Jill Rader	05/27/2022
Actions			0 of 5 (0%)		
	3/29/16	The instructional teams will be assigned a deadline for completing unit maps that include objectives, activities, sample lessons, vocabulary, and assessments. Instructional facilitators or grade-level chairs will submit maps to appropriate curriculum coordinator.		Jill Rader	05/27/2022
<i>Notes:</i>					
	3/29/16	Completed unit maps will be distributed to all teachers for each grade level, as well as to intervention teachers, special education teachers, activity teachers, etc.		Jill Rader	05/27/2022
<i>Notes:</i>					
	4/30/19	The K-2 student report cards will be updated yearly in accordance with the Arkansas State Standards and the science of reading components, with the focus on reading foundational skills needed for reading proficiency.		Jill Rader	05/27/2022
<i>Notes:</i>					
	5/5/21	Using funding from the Comprehensive Literacy State Development (CLSD)/Successful Outcomes for Arkansas Readers (SOAR) grant, curriculum, assessments, and professional development aligned with the science of reading were purchased.		Jill Rader	05/27/2022
<i>Notes:</i>					
	5/5/21	Selected staff members will attend Take Flight dyslexia intervention professional development to best meet the needs of struggling readers.		Denise Redmon	05/27/2022
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>We continue to work to make the RTI process more fluid. Whereas, at one time once students were placed in intervention/remediation classes, they remained there until the annual summative data was available for new placements.</p> <p>Diagnostic assessments are administered to determine specific skill deficits. Student performance data results guide the evidence-based interventions through a multi-tiered system of support (push-in intervention and co-teaching for special education students).</p> <p>Scheduled School Prevention, Review, and Intervention Team (S.P.R.I.N.T.) meetings occur to reflect on progress monitoring data to make decisions about the academic needs for students. The team includes administration, literacy and math facilitators, interventionists and classroom teachers. Other support staff will be included based on need.</p> <p>A new transition class is planned for K-2 to help students who struggle and have experienced a loss of learning.</p>	Limited Development 04/25/2018		
How it will look when fully met:		At full implementation, students will receive targeted intervention or enrichment, as needed, throughout the school year. Interventions will address specific needs as indicated by student performance data rather than a one-size fits all approach.		Jill Rader	05/27/2022
Actions			0 of 4 (0%)		
4/25/18	MAP (NWEA) Reading and MAP (NWEA) Math assessments will be administered in the fall, winter, and spring. Other student assessment data utilized include Developmental Spelling Analysis Inventory, the Phonological Awareness Skills Test, and the Primary Spelling Inventory. Data from teacher-created assessments on decoding and encoding will also be utilized.			Jill Rader	05/27/2022
<i>Notes:</i>					
4/25/18	The RTI team will meet quarterly with classroom teachers to review data and make instructional decisions.			Jill Rader	05/27/2022
<i>Notes:</i>					

4/30/19	The team will use the information and results from the May 2019 dyslexia reflective study to implement changes in dyslexia screening and intervention as needed.		Penny Talley	05/27/2022
<i>Notes:</i>				
4/30/19	The leadership team will meet monthly to analyze student achievement and discipline data to identify students in need of support.		Penny Talley	05/27/2022
<i>Notes:</i>				

Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound instruction in a variety of modes
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III A01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The district provides each teacher with a curriculum map for each subject that aligns standards, curriculum, instruction, and assessment. The document is revised throughout the year based on the science of reading needs. Although teachers use curriculum maps as a plan of instruction, student data drives the instruction.	Limited Development 11/28/2016		
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<i>How it will look when fully met:</i>	At full implementation, all teachers will use the district curriculum map (s) and student achievement data as a guide for planning instruction. Individual lesson plans and unit plans across grade levels will reflect use of the curriculum maps that include standards, science of reading components, curriculum, instruction and assessments. Teams will revise the documents, as needed, throughout the year.		Jill Rader	05/27/2022
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Actions		0 of 4 (0%)		
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11/29/16	District curriculum maps will be reviewed, and revised as needed, throughout the school year.		Sonya Russell and Penny Talley	05/27/2022
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Notes:

11/29/16	Teachers will receive professional development that focuses on standards-based instruction and the science of reading evidence-based practices. Teachers will be instructed to document standards and science of reading components in lesson plans that align to district curriculum maps.		Jill Rader	05/27/2022
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Notes:

4/30/19	To ensure all educators have an understanding of scientific reading instruction, staff members will participate in one pathway to proficiency to connect principals from neuroscience about how the brain learns to read with classroom instructional practices.		Penny Talley	05/27/2022
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Notes:

4/30/19	All teachers, staff members, and administrators in K-2 who have not attended R.I.S.E. training will attend the R.I.S.E. Academy Science of Reading training. All teachers and staff members will also attend Math Quest training, and teachers who have not previously attended Student-centered Mathematics training will attend.		Penny Talley	05/27/2022
<i>Notes:</i>				

Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound classroom management
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	IIC12	All teachers engage all students (e.g., encourage silent students to participate).(167)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		Classroom observations are based on a list of best practice "Look for's" derived from evidence-based Student-centered Mathematics in mathematics and the Science of Reading R.I.S.E. strategies in literacy.	Limited Development 04/02/2018		
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<i>How it will look when fully met:</i>		<p>Ideally, with full implementation of the evidence-based practices, observations would indicate that all students are fully engaged during instruction.</p> <p>Teachers have and know they will be held accountable for the "Look for" list of strategies for Student-centered Mathematics and the Science of Reading.</p> <p>Observers utilizing the "Look for" strategies in Student-centered Mathematics and the Science of Reading for teachers and students, should note the improvement of students' oral language and communication skills, all of which improve active engagement.</p> <p>The superintendent of schools expects campus administrators monitor classroom instruction and engagement a required amount of time daily.</p>		Jill Rader	05/27/2022
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Actions			0 of 2 (0%)		
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4/30/19	The administrators and instructional facilitators will conduct classroom observations to ensure all students are engaged in learning.			Jill Rader	05/27/2022
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<i>Notes:</i>					
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4/30/19	Teachers will use the following strategies to engage all students: Science of Reading, reciprocal reading, other evidence-based instructional strategies, and the philosophy of Student-centered Mathematics.		Jill Rader	05/27/2022
<i>Notes:</i>				

Core Function:	Student-Focused Learning
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Effective Practice:	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path
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BL01	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>In 2020, the Magnolia School District established a task force to develop a Re-Entry Plan in preparation for the return to onsite instruction and the implementation of the Ready for Learning Model components. The task force is comprised of committees and subcommittees. Committees include the following: Curriculum Delivery, Scheduling, Health and Safety, Technology Access, Professional Development, Extra-Curricular and Policies Oversight. The 2020-2021 District Re-Entry Plan is accessible through the following link:</p> <p>https://www.magnoliaschools.net/o/msd/page/district-re-entry-plan</p> <p>During the 2020-2021 academic year, needs were identified which prompted the establishment of Instructional Technology and Digital Learning committees. These committees continue to meet regularly and have representation from all campuses.</p>	Limited Development 08/06/2020		
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How it will look when fully met:	When this indicator is fully met, all teachers will effectively mix traditional classroom instruction with online delivery of instruction and content to allow the student a degree of control over time, place, pace and/or path.		Jill Rader	05/27/2022
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Actions		0 of 3 (0%)		
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8/6/20	Provide appropriate technology professional development opportunities, such as Teams, See Saw, Screencast-O-Matic, to staff members who need additional technology training to effectively implement blended learning methods.		Terri Guess	05/27/2022
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Notes:

8/6/20 Establish a district task force to develop a Re-Entry Plan in preparation for the return to onsite instruction and the implementation of the Ready for Learning Model components.

Terri Guess

05/27/2022

Notes:

8/6/20 Identify individuals to receive training in appropriate technology professional development. These individuals will then be responsible for training others at East Side Elementary School.

Jill Rader

05/27/2022

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