

## Eastside Elementary School Improvement Plan 2016-17



Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations
<p><b>5 Year Goal:</b> All students surpass their annual academic growth targets and graduate ready for success.</p>	<p><b>5 Year Goal:</b> Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.</p>	<p><b>5 Year Goal:</b> Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.</p>	<p><b>5 Year Goals:</b> Use district resources effectively and efficiently.</p> <p>Facilities and services meet the needs of our diverse and growing student population and community.</p>

### School Annual Goals

[District Annual Action Plan](#)

<p><b><u>Literacy goal:</u></b> K = PALS goal Increase the number of students that meet the “pointing” benchmark according to PALS - 57/87 or 66% to 65/87 or 75%</p> <p>1st-4th = F&amp;P goal Reduce minimal based on F&amp;P data - 107/383 or 28% to 92/383 or 24% by June 2017, full academic year students. (FAY)</p> <p><b><u>Numeracy goal:</u></b> The number of minority students scoring “urgent intervention or intervention” on STAR will decrease from 18/107 or 17% to 14/107 or 13% by June 2017. (FAY)</p> <p><b><u>Equity goal:</u></b> The number of African American students identified for Tier 2 &amp; 3 interventions will reduce from 19/50 (38%) students to 14/50 (28%) students</p>	<p>The overall mean on the Employee Engagement Survey will increase by the end of the 2016-2017 school year from 3.9 to 4.0.</p>	<p>The overall mean on the Parent Satisfaction Survey will increase by the end of the 2016-2017 school year from 4.15 to 4.20.</p> <p>The overall mean on the Student Engagement Survey will increase by the end of the 2016-2017 school year from 4.06 to 4.11.</p>	
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by June 2017 according to the district's data rules. (FAY)			
Director Approval: Rick Mueller and Curt Mould			
Approval Date: August 22, 2016			

### Progress Monitoring Report

Progress Monitoring Report for each department will be collected, recorded, and reported in this document at mid and end of year.

Spotlight: Green = On track to meet goal; Yellow = In danger of not meeting goal; Red = Not likely to meet goal

Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations Goals
<u>What specific data will be provided to demonstrate growth in this goal?</u>  <u>Literacy goal:</u> K PALs and 1st-4th F&P data  <u>Numeracy goal:</u> Minority students' scores on Spring STAR  <u>Equity goal:</u> Intervention data for African American students based on data rules at our last LLT this school year.	<u>What specific data will be provided to demonstrate growth in this goal?</u>  Employee Engagement Survey	<u>What specific data will be provided to demonstrate growth in this goal?</u>  Parent and Student Engagement Survey	<u>What specific data will be provided to demonstrate growth in this goal?</u>
<u>Quarter 1 Data Summit Report</u> N/A	<u>Quarter 1 Data Summit Report</u> Fall 2016 EE Survey - Overall mean is 3.98	<u>Quarter 1 Data Summit Report</u> N/A	<u>Quarter 1 Data Summit Report</u>
<u>Mid-Year Data Summit Report</u> Literacy Goals:  K - PALs - 74/87 = 85% 1st-4th - Minimal F&P = 67/377 - 17.7%  Numeracy Goal - 16/106 - 15%  Equity Goal - 17/51 - 31%	<u>Mid-Year Data Summit Report</u> Fall 2016 EE Survey - Overall mean is 3.98	<u>Mid-Year Data Summit Report</u> <u>Family Mid-Year Survey Data</u>  99 of 118 families have received a positive note, phone call, email or other from staff at ES.  <i>I receive feedback from school on how well my child is learning:</i> More than last year - 29/118 About the same as last year - 43/118 Less than last year - 26/118	<u>Mid-Year Data Summit Report</u>

		<p>N/A didn't have a student at ES last year - 20/118</p> <p><b>Student Mid-Year Survey Data</b></p> <p><i>Students show respect for each other at school:</i>  Strongly Agree - 24/187  Agree - 83/187  Mixed feelings - 71/187  Disagree - 8/187  Strongly Disagree - 1/187</p> <p><i>I feel safe at my school:</i>  Strongly Agree - 81/183  Agree - 65/183  Mixed feelings - 36/183  Disagree - 2/183  Strongly Disagree - 3/183</p>	
<p><b><u>Quarter 3 Data Summit Report</u></b>  Specific data was not collected at this time due to testing windows - the teachers continue to work towards these goals.</p>	<p><b><u>Quarter 3 Data Summit Report</u></b>  N/A - data not collected during 3rd quarter - begin, mid and end-of-year data is collected.</p>	<p><b><u>Quarter 3 Data Summit Report</u></b>  N/A - data not collected during 3rd quarter - begin, mid and end-of-year data is collected.</p>	<p><b><u>Quarter 3 Data Summit Report</u></b></p>
<p><b><u>End of Year Data Summary Report</u></b>  Literacy goal:</p> <p>K PALS - 76/83 - 92%  1st-4th - Minimal F&amp;P - 52/388 - 13%</p> <p>Numeracy goal: 21/106 - 20%</p> <p>Equity goal: 13/46 - 28%</p>	<p><b><u>End of Year Data Summary Report</u></b>  Employee Engagement Survey - 3.88</p> <p>3 Highest:</p> <ol style="list-style-type: none"> <li>Supervisor led staff meetings make efficient use of time and are productive. 4.35</li> <li>My supervisor provides me with good processes and resources to do my job. 4.26</li> <li>My supervisor provides the support needed to accomplish my work objectives. 4.23</li> </ol>	<p><b><u>End of Year Data Summary Report</u></b>  The overall mean on the Student Engagement Survey rose to a 4.20, the goal was 4.11. The three highest scores:</p> <ol style="list-style-type: none"> <li>My teacher cares about me - 4.84</li> <li>My principal is a good leader - 4.72</li> <li>My teachers challenge me to think - 4.65</li> </ol> <p>The overall mean on the Parent Satisfaction Survey rose to 4.23, the goal was 4.2. The three highest scores:</p> <ol style="list-style-type: none"> <li>I would recommend this school to other parents - 4.53</li> <li>My child has the necessary classroom supplies and equipment for effective learning - 4.53</li> <li>I am proud to say I have a child at this school - 4.48</li> </ol>	

## Strategic Actions

**Proposed Strategic Actions:**

- Will be listed for each goal at the the beginning of the year,
- May be revised as a result of what is learned through progress monitoring, and
- Will be approved by the Assistant Superintendent.

**Stoplight: Green = Completed; Yellow = In Progress; Red = Not Started**

<b>Teaching &amp; Learning School Annual Goals</b> <i>All students surpass their annual academic growth targets and graduate ready for success</i>						
<p><u>Literacy Goal:</u> K = PALS goal - Increase the number of students that meet the “pointing” benchmark according to PALS - 57/87 or 66% to 65/87 or 75%                      1st-4th = F&amp;P goal - Reduce minimal based on F&amp;P data - 107/383 or 28% to 92/383 or 24% by June 2017, full academic year students. (FAY)</p> <p><u>Numeracy Goal:</u> The number of minority students scoring “urgent intervention or intervention” on STAR will decrease from 18/107 or 17% to 14/107 or 13% by June 2017.</p> <p><u>Equity Goal:</u> The number of African American students identified for Tier 2 &amp; 3 interventions will reduce from 19/50 (38%) students to 14/50 (28%) students by June 2017 according to the district’s data rules.</p>						
Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
Literacy/PALs	Kindergarten teachers will focus on two strategies to improve students pointing to words as they read.  1. Counting words in a sentence or on a page 2. Make sure voice and print match as they read. Say 6 words but only 5 on the page - voice and print need to match	K teachers and Principal	2016-2017	PALs data	74/87 = 85%	Green
Literacy	Quarterly Running Record PD will be completed for staff to increase the consistency of RRs	Principal, AP, TLEC, RR, IC	2016-2017 school year	We will be able to determine if RR are more consistent by looking at the RR folders to make sure they are filled out consistently and next fall we will be able to see if teachers need to go back multiple levels.  At the beginning of the year, teachers will be entering last	Yellow	Green

				<p>year's Spring RR level to compare August's RR level. This will be done on a google document emailed from Reading Resource.</p> <p>Instead of doing all-staff each quarter, we did some all-staff and then met with individuals that we knew needed some assistance.</p>		
Literacy	Fidelity Checklist will be created for RRs to increase consistency amongst staff.	Principal, AP, IC, RR	Before the first LLT mtg	<p>The completed fidelity checks will help identify inconsistencies where the topic of Professional Development is needed.</p> <p>We started reviewing the blue folders during 3rd quarter instead of watching teachers complete a RR.</p>	Yellow	Green
Literacy	RRs for potential intervention students will be completed by the RR teacher prior to LLT.	Principal, RR, AP, K-4 teachers	2016-2017 school year	The plan that one person will complete the RRs for consistency.	Green	Green
Numeracy	Implement and model how to use a skill instruction block based on student needs: Grade levels will be responsible to plan and implement a weekly block of 60 minute skill instruction for students identified by pre-test scores. This can be 3 sessions of 20 minutes, 2 sessions of 30 minutes or one 60 minute block dedicated to instruction based on skill deficits identified from the pre-test; this block of time is in addition to scheduled intervention time - this block is a whole-class intervention time.	Principal, AP, individual teachers or grade level collaborative teams	2016-2017 school year	PLC notes are shared with admin and team members. Progress will be determined after the students take the post-test - teachers will compare the pre-test scores and the post-test scores. Admin will have access to the notes and attend PLC time to insure the instruction is taking place.	Yellow	Yellow
Numeracy	Monitor the fidelity of implementation for pre- and post-testing, the instruction	Principal, AP, IC, individual teachers or grade level	2016-2017 school year	It is important to monitor the fidelity of implementation for the main components of the class intervention [i.e., 1) screening with pre-tests, 2) high-quality instruction based	Yellow	Green

	provided, and the content of the data based decisions teams are making. Monitoring will happen by attending the PLC meetings and viewing the PLC notes.	collaborative teams		on skill deficits, 3) progress monitoring by comparing pre- and post-testing, and 4) data-based decision making from looking at the pre-test to guide the instruction]. Pre-tests were already created from Mary Freytag.		
Equity	Progress monitoring of students in intervention will be used to determine if the intervention is working - if not, will discuss changes that may need to be made.	School Psych, Principal, AP, teachers	2016-2017 school year	The number of African American students in Tier 2 and Tier 3 intervention will decrease, which will show that the intervention was effective. Specific data 13/46 - 28%	Yellow	Green
Equity	A Confering Checklist will be used twice this school year.	Principal, AP	Once each semester	An effective Reader's Workshop will reduce the need for African American students to be in intervention. For example, if a teacher is confering with students, the teacher will know what each student needs to work on, thus not needing a Tier 2 or Tier 3 intervention.  We determined as an Elementary Principal group to not do one second semester.	Yellow	Yellow
Equity	Investigate solutions to before/after programs for African American students to become involved in school.  1. Some Community Schools options are open to all students.	Principal, AP, BLC	To start Nov. 2016	WATCH D.O.G.S.  Number of African American students involved in the created programs.	Yellow	Yellow

**Workforce Focus School Annual Goal: Increase the mean on the Employee Engagement Survey from 3.9 to 4.0.**

**Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.**

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>"My supervisor provides feedback on my strengths as an employee" - increase from 3.53 to 3.68</p>	<p>The entire staff will determine which goal to concentrate on at a staff meeting. Then we will create the plan to improve that goal.</p> <ol style="list-style-type: none"> <li>1. Send positive emails and notes</li> <li>2. Immediate feedback after classroom visits</li> </ol>	<p>Craig, Erin</p>	<p>Aug.-Sept. 2016</p>	<p>The measure will be the mid-year check in and the End-of-Year Engagement Survey</p> <p>End-of-year - 3.65, goal was 3.68</p>	<p>Yellow</p>	<p>Yellow</p>
<p>Erin and Craig will each go to one recruiting fair.</p>	<p>Will support the HR department's plan to increase diversity.</p>	<p>Craig, Erin</p>	<p>2016-2017 school year</p>	<p>Our attendance at a job fair. One of us did and one didn't.</p>	<p>Yellow</p>	<p>Yellow</p>

### Community Engagement School Annual Goal:

Increase the mean on the Student Engagement Survey from 4.06 to 4.11.

Increase the mean on the Parent Satisfaction Survey from 4.15 to 4.20.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p><b>Parent</b> - Increase from 3.64 to 3.79 - parents receive positive notes.</p>	<p>1. PBIS team will implement postcards and remind staff to send them at weekly staff meetings. Dedicating five minutes of each meeting to fill out a postcard. Ensure postcards are specific and not canned responses - display examples.</p> <p>2. Community Engagement Committee of PBIS - Eagle Pride through PBIS.</p>	<p>PBIS team</p>	<p>2016-2017 school year</p>	<p>Parent Satisfaction Survey - set up lab or chromebooks to take the survey during the February conference outside classrooms where parents are waiting.</p> <p>The deadline for the mid-year was before PT conferences, so we Blackboarded the following 3 questions in January:</p> <ol style="list-style-type: none"> <li>1. Grades of student(s) at Eastside.</li> <li>2. Have you received a positive phone call, note or email this school year - if so, which one(s)?</li> <li>3. I receive feedback from school on how well my child is learning?</li> </ol> <p>Goal was to increase to 3.79 and we achieved <b>3.83</b></p>	<p><b>Yellow</b></p>	<p><b>Green</b></p>
<p><b>Student</b> - Increase students show respect for each other at this school from 3.43 to 3.63.</p>	<p>BLC/PBIS will create strategies to implement this school year.</p> <ol style="list-style-type: none"> <li>1. PBIS will be working with Student Council leaders to determine what respect looks like, feels like and sounds like from eyes of our students.</li> <li>2. Staff are focusing on respectful behavior during morning meetings and when handing out "Eagle Pride slips."</li> <li>3. One major focus for sending the PBIS postcards home will be when showing respect.</li> </ol>	<p>Craig/Erin/BLC and PBIS</p>	<p>2016-2017 school year</p>	<p>A Student Engagement Mid-Year Survey will be done to gauge progress. We will ask students: "Students show respect for each other at this school" and "I feel safe at my school." Both of these questions are on the Studer Survey that will be completed by students at the end of the year.</p> <p>We did complete 1, 2 and 3 from Leadership Actions. Our score went from <b>3.43 to 3.53 - goal was 3.63.</b></p>	<p><b>Yellow</b></p>	<p><b>Yellow</b></p>



**Facilities & Operations Annual Goal:**

**Use district resources effectively and efficiently. Facilities and services meet the needs of our diverse and growing student population and community.**

<b>Goal</b>	<b>Leadership Actions</b>	<b>Process Owner(s)</b>	<b>Timeline</b>	<b>Measures</b>	<b>Stop Light</b>	<b>EOY Stop Light</b>
N/A						