

Wyoming School Comprehensive Plan

Eastside Elementary



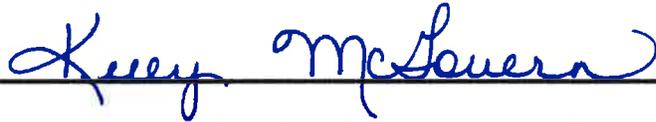
Rock Springs, Wyoming
Mr. McMurtrey, Principal
Mr. Miller, Assistant Principal

2016-2017

Mission Statement

Eastside Elementary will create a safe learning environment to promote growth and life-long learning

PLAN SIGNATURES



District Superintendent



District Board Chairman



WAEA School Improvement Representative

2016-2017

Plan Year



DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

TABLE OF CONTENTS

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

Teaching and Learning Improvement Plan

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)

AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

Leadership Capacity Improvement Plan

DOMAIN 3: RESOURCE UTILIZATION

AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

Resource Utilization Improvement Plan

Corrective Action Plan

Restructuring Plan

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Curriculum and learning experiences in each class at Eastside Elementary provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with our purpose and direction. Evidence—including Professional Learning Community agendas/minutes (data and purposeful planning), staff meeting agendas, and Curriculum Maps—clearly indicates curriculum and learning experiences prepare students for success at the next level. Teachers, students, and school personnel at Eastside Elementary have consistent high learning expectations for students. Eastside Elementary teachers provide learning experiences and activities that are differentiated and individualized in ways that support achievement of expectations for all students.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Eastside has implemented Professional Learning Communities that occur once every six days for 100 minutes. Each PLC meets to discuss student data based off of short cycle and formative assessments. The PLC members collect and chart data, analyze the data, set measurable goals for student understanding and improvement, collaborate on high yield strategies to implement, and set result indicators for both teachers and students. PLC teams reconvene every 6 days to monitor their established SMART goals and adjust or differentiate instruction and flex grouping/intervention practices for students.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Classroom teachers are implementing high-yield strategies and flexible grouping in the core-reading block and the core-math block. By implementing high-yield strategies and flexible grouping teachers are conferring with individual students, small groups, and large group to promote differentiated instruction for all students. Teachers are also conducting short cycle assessments to guide instruction and flexible group needs. Specifically in mathematics, teachers utilize the newly created district curriculum map based on the Wyoming Content Performance Standards as well as Eureka Math as a resource to guide instruction and to ensure student achievement.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Eastside Elementary formally and consistently monitors instructional practices through supervision and evaluation through informal and formal classroom observations, coaching cycles, and PLC meetings to ensure that they are aligned with the school’s values, beliefs, mission, and vision. Leadership monitors and supports teachers by reviewing daily lesson plans and coaching teachers on how to ensure lesson plans are geared toward student success. Leadership utilizes weekly communication with staff to support the communication of the vision, mission, and school-wide goals. All staff at Eastside teaches the approved curriculum. School leaders are directly engaged with all students in the oversight of their learning and use content-specific standards of professional practice.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Effective
--	------------------

Summary of Practices:

Eastside has implemented PLC/Data meetings that occur once every six days for 100 minutes. Each PLC meets to discuss student data based off of short cycle and formative assessments. The PLC members collect and chart data, analyze the data, set measurable goals for student understanding and improvement, collaborate on high-yield strategies to implement, and set results indicators for both teachers and students. PLC teams reconvene every 6 days to monitor their established SMART goals and adjust or differentiate instruction and flex grouping/intervention practices for students. (As seen in 3.2)

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Teachers utilize the Wyoming Content Performance Standards and district curriculum maps to guide instruction. A systematic process of providing interventions and enrichments is utilized by following the district-created pathways. Teachers also develop individual professional development plans to strengthen their instructional practices to better support student learning. An instructional facilitator provides support to teachers in regard to their professional development plans to guide the teachers in achieving their goals for improved support of student learning.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. (3.7 Rubric)	Acceptable
---	-------------------

Summary of Practices:

New teachers at Eastside Elementary attend the Teacher Assistance Program (TAP) mentoring program. The teachers have been assigned a building teacher to assist and guide them in the first year of teaching at Sweetwater School District Number One. The new teachers meet weekly with their assigned TAP mentor. In addition, they attend monthly district wide TAP meetings to assist with and address any needs the new teacher may have. All teachers at Eastside (whether new or experienced) have an instructional facilitator available to them who provides professional development, individual support, and coaching for needs teachers may have, and guides the work of PLCs in the data teams process and how they can utilize the data to guide their instructional practices.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Eastside Elementary has an “Open Door Policy” and families are always welcomed. Teachers keep parents informed through newsletters, notes, e-mails, phone calls, conferences, and other meetings as needed. In addition, parents are kept updated of all school activities through a school messenger phone call system, the SchoolWay communication phone app, the school website, and the school Facebook page. Eastside Elementary also provides a technology night to keep families informed as well as other activity nights at which students and school staff are able to demonstrate learning progress throughout the school year.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (3.9 Rubric)	Effective
--	------------------

Summary of Practices:

Eastside has developed a formal structure for advocacy groups. All staff members are involved in the advocacy groups. Students are placed into a group that is a mixture of 5th and 6th grade students with another staff member that is not their homeroom teacher. The goal of the advocacy groups is to build a foundational relationship with all students and ensure that all students are well known by at least one adult advocate in the school.

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Report cards reflect progress towards the Wyoming Content Performance Standards in the Fifth and Sixth grades. There is a checkpoint of progress guide for each quarter to assist teachers, parents, and students in understanding expectations for each quarter.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Sweetwater County School District #1 provides professional development to all teachers and staff throughout the school year. The professional development used is research-based.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
--	-------------------

Summary of Practices:

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
--	-------------------

Summary of Practice:

Eastside Elementary maintains and uses an assessment system that produces data from multiple assessment measures, including short cycle assessments, district Common Assessments and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and grade levels. Student data is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support student learning.

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Eastside Elementary has created processes and procedures for collecting, analyzing, and applying learning from data sources through weekly PLC meetings. Data sources include comparison and trend data about student learning through short cycle assessments, District Common Assessments, MAP, and PAWS to inform and drive instruction.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	Acceptable
---	-------------------

Summary of Practices:

To improve the understanding and use of data, administration has discussed and analyzed PAWS data with each PLC during data team meetings and discussed MAP expectations. Administration trains teachers and staff about interpreting and using MAP data as a PLC and as individual teachers to increase quality instruction and student achievement. In addition, every six days in PLC/Data team meetings teachers, the Eastside instructional coach and administrators chart and analyze student data to check the effectiveness of instruction and student growth.

Determining Verifiable Improvement in Student Learning (5.4)

<p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)</p>	<p>Acceptable</p>
--	--------------------------

Summary of Practices:

Eastside Elementary has an existing process for analyzing data to determine improvement in student learning, including readiness for and success at the next level. The data is gathered through the process of PLC agendas that include minutes of the meeting related to the analysis of data. The results indicate mixed levels of improvement, and as a result school personnel uses these results to design, implement, and evaluate desired outcomes. This process allows for a continuous improvement model with action plans related to student learning, including readiness for and success at the next level.

Communicating School Performance (5.5)

<p>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)</p>	<p>Acceptable</p>
---	--------------------------

Summary of Practices:

Date	Activity	Person Responsible
August 22-May 25th	Weekly lesson plan feedback for staff via email or face-to-face conversation	Brent McMurtrey Donald Miller
August 22-May 25th	Weekly classroom walkthroughs using iPad or other tool	Brent McMurtrey Donald Miller
August 22-May 25th	Ongoing district/school PD opportunities for staff to ensure support and growth	Brent McMurtrey Donald Miller
2x per year= MAP 1x per year= PAWS Quarterly=Common Assessments	Review of MAP scores and Common Assessment documents	Brent McMurtrey Donald Miller
August 22-May 25th	Observations and Evaluations implemented with fidelity as outlined in Policy GFC	Brent McMurtrey Donald Miller

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. [\(1.1 Rubric\)](#)

Acceptable

Summary of Practices:

Eastside Elementary has a close partnership with all stakeholders. Eastside Elementary has a systemic way to share the mission, vision and growth of the school with all stakeholders. These processes include newsletters, bulletins, family nights, and social media.

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. [\(1.2 Rubric\)](#)

Acceptable

Summary of Practices:

Students engage in cooperative learning structures throughout the school day. The school counselor teaches guidance lessons to students in grades 5 and 6 using Second Step curriculum two times a month throughout the school year.

School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Acceptable

Summary of Practices:

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school.

[\(2.1 Rubric\)](#)

Needs Improvement

Summary of Practices:

All board policies and practices are shared with all stakeholders through the student handbook and Sweetwater School District Number One website. In conjunction, Eastside Elementary leadership is communicating one board policy every week in the weekly newsletter to discuss with staff.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Needs Improvement

Summary of Practices:

The Board of Education ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest through the collaboration of legal council. Board members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The Board of Education complies with all policies, procedures, laws, and regulations to ensure there are no conflict of interest.

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

Acceptable

Summary of Practices:

The school leadership team consists of representation from all departments/grade levels. All decisions are guided by student data.

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system's purpose and direction. (2.4 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Weekly newsletter

- focus on upcoming events, district policy and high-yield strategies

Visibility

- Before and after school, passing periods, lunch and classrooms

Leadership Team

- Most decisions run through this team of staff
- Meets monthly
- All voices heard

Planbook.com

- Entire staff uses it
- Reviewed each Monday by administration and send emails to staff to offer support

Staff Meetings

- Interactive with guest speakers, sign in form and purposeful messages
- Reminders sent to staff prior to the event

Observation Schedules

- Emails sent to staff in advance
- Email invites are also sent to staff

Welcome Crates to all new staff

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Eastside Elementary leadership communicates with stakeholders, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide leadership roles for stakeholders through school-wide surveys, PLCs, and staff meetings.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)	Acceptable
--	-------------------

Summary of Practices:

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric)	Needs Improvement
---	--------------------------

Summary of Practices:

Eastside Leadership actively seeks out qualified professional and support staff through district vacancy pools and interviews. Eastside Elementary leadership follows the state mandate for teacher-to-student ratio and support staff-to-student needs. To retain professional and support staff, Eastside Elementary sends out staff surveys to find areas of improvement, sends out weekly communication of expectations and policies, and is implementing a positive climate for all staff to include monthly staff recognition and reflective feedback from coaching cycles and informal observations.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	Needs Improvement
--	--------------------------

Summary of Practices:

Eastside Elementary supports the school’s purpose and direction through bell-to-bell instructional time, access to materials and/or resources, and supports fiscal requests through the school budget and PTO contributions. Eastside Elementary leadership limits the amount of interruptions to the school day and PLC times to ensure professional and support staff can attend to student achievement. Eastside Elementary obtains all district curriculum resources for classroom instruction and honors requests for additional materials to aid in equitable opportunities for all students, either through the yearly budget or PTO.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
---	-------------------

Summary of Practices:

School leaders have adopted clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment. At the beginning of the 2015-2016 school year, Eastside Elementary, alongside Sweetwater School District Number One adopted the Standard Response Protocol to further support school safety. The Standard Response Protocol, which includes definitions and expectations, has been shared with all stakeholders. Eastside personnel as well as our students are accountable for maintaining these expectations. Safety drills are conducted at minimum, once per month in accordance with Wyoming State Statute. Measures are in place that allow for continuous tracking of these conditions. Any maintenance and facility needs are easily addressed through staff requests in the operations software program, School Dude.

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school’s educational programs. (4.4 Rubric)	Acceptable
---	-------------------

Summary of Practices:

- School Messenger
- PowerSchool
- MAP-NWEA website
- Planbook.com
- RAZ-Kids
- SchoolWay

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
---	-------------------

Summary of Practices:

The technology infrastructure at Eastside is modern, fully functional, and meets the teaching, learning, and operational needs of the stakeholders. School and district personnel have developed and administered needs assessments and use the data to develop and implement a technology plan to continuously improve technology services and infrastructure.

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	Acceptable
---	-------------------

Summary of Practices:

Eastside Elementary has implemented a school wide advocacy program. (See 3.9) Eastside also implements a Positive Behavior Incentive Program. The counselor provides lessons using Second Step in classrooms twice per month. Using student survey data, Eastside identifies needs for student groups such as a bereavement group, social skills, and behavior management.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Acceptable
--	-------------------

Summary of Practices:

Eastside Elementary Improvement Plan

GOAL(S):

Achievement: Increase combined student proficiency on PAWS reading and math from 43% to 49% on the 2015-16 School Performance Report. Increase combined student proficiency on PAWS reading and math from 49% to 52% on the 2016-17 School Performance Report.

PERFORMANCE MILESTONES:

- **47% using the 2015-16 School Performance Report**
- **52% using the 2016-17 School Performance Report**

MEASURES AND METHODS (INTERVENTIONS)

Intervention #1: All teachers will engage in data teams that will use PAWS, MAP, and common assessment data to determine instructional decisions.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Common PLC time for all grade levels	2016-2017 School year	Master Schedule	All grade level teams are built into the master schedule. Minutes will be provided after each meeting.
Differentiate Instruction in all grade level classrooms, interventions, and enrichments based on student data.	2016-2017 School year	Teachers, administrators, instructional coach	Administrator observed differentiation in classrooms. Teacher lesson plans reflect differentiation.
Develop and Implement common assessments to inform teachers and guide instruction.	2016-2017 School year	Teachers	To be given throughout the school year and assessed in data teams and PLC meetings.

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Data teams/PLC will meet once every six days to go through the data team process. Evidence will be documented via data forms, minutes, and differentiation of lesson plans. Common assessments seen implemented in lesson plans, performed in class, and data results discussed in PLC meetings, which are reflected in meeting minutes with action steps for guiding instruction.

Intervention #2: All teachers will implement researched based strategies to increase student engagement and achievement.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Common PLC time for all grade levels	2016-2017 School year	Master Specials Schedule	All grade level PLCs are built into the master schedule. Minutes are provided after each meeting.
Professional development for grade level instructional planning	2016-2017 School year	2 professional development days throughout the 2016-17 school year.	Teacher surveys following professional development. Individual teacher weekly lesson plans reflect decisions made during professional development.
Development of Instructional Planning Resources (IPRs) to identify research based strategies.	2016-2017 School year	Teachers	Developed during professional development days and turned in to administration. Individual teacher weekly lesson plans reflect decisions made during professional development.
<i>Visible Learning</i> Use of Hattie's effect size book	2016-2017 School year	Purchase of <i>Visible Learning</i> for each PLC	Use of book reflected in minutes of PLC meetings.

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Instructional strategies will be evident in Instructional Planning Resources (IPRs), data forms, lesson planning and during classroom observations.