

East Side School

Five-Year Comprehensive Education Plan

Category/Correlate Quality Indicator Notes

1 Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

1.1 Curriculum

- 1.1a There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused across all content areas and every grade level.**

All teachers at East Side teach the core curricula adopted by the board for our elementary district. Teachers serve on vertical curricula teams and are involved in developing content area standards and grade level goals. Some teachers request professional development in Excel to more readily access the curriculum.

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).**

Teachers teach the core curricula assigned to each grade level. Teaching staff is involved in articulating grade level appropriate objectives. Teachers collaborate to make sure there is consistency of delivered instruction to minimize gaps in learning as students advance to the next grade. Teachers recognize a need to resolve the issue of time for collaborative meeting outside instructional hours. Time needs to be purposeful, planned, and sacred.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.**

Teachers at Winans and East Side Elementary Schools intend to meet in grade level teams bi-monthly and share instructional strategies and assessments, and consider what is being done differently and the same at each school to ensure consistency of instruction and educational opportunities for all our students. The concept of "grade level" schools will be investigated further to determine whether planning time issues might be better served in that design.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

Collaboration occurs between SGMS and the elementary schools in the spring of each year as 5th grade prepares to transition to middle school. Students are identified for summer school and students are given readiness tests to assist in correct placements for math. Information collected using AIMSweb benchmark probes provide SGMS with student oral reading fluency and comprehension scores. Upper Elementary grades 3-5 are using Pearson Success Tracker for online math instruction, testing and interventions and this aligns with what SGMS is also doing in math. Students work with guidance

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- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

counselors to build familiarity with the middle school setting. In a grade-level school design in which all 5th grade students attended Eastside, all would have access to the same assistance.

- 1.1e The school curriculum provides specific links to continuing education, cultural awareness, life and career options. GUIDANCE: If applicable, consider what curriculum changes have been necessary in light of the state's Montana High School Initiative and/or the district's Carl Perkins Plan.**

We do not benefit from Carl Perkins grant. East Side does not engage in continuing education. Our teachers and counselors do discuss careers, and cultural awareness is built into our Social Studies and Language Arts curriculum.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to insure that the district and school curriculum is continually updated.**

Teachers participate in curriculum review and are involved in revising the curriculum map and selection of new materials, as scheduled by our curriculum director. Time for this process is currently insufficient.

- 1.1g The curriculum provides access to a common academic core for all students. "Common academic core – that is culturally responsive and available to all students." GUIDANCE: If applicable, consider what specific steps are being taken to close the achievement gap and ensure that American Indian students have access to a rigorous, common academic core?**

Through fidelity of implementation of agreed-upon materials, professional development in such implementation, and enhancement of instructional strategies (e.g., via technology), Eastside teachers deliver the academic core curriculum to all students. The principal, as instructional leader, monitors instruction for consistency. Title design, utilizing a dedicated Title instructor, has helped Eastside to more equally meet the needs of all students. Staff feels that mastery of skills is essential to achieving goals in the curricula, hence a climate of high expectations is evident. Grade-level school design will be investigated as a potential means to bring equality to the distribution of Title across the district, thus, further assuring equality of access to the curricular core for all.

2 Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1 Evaluation/Assessment

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Montana's Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.**

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- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Montana’s Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.**

East Side is currently reviewing our use of AIMSweb benchmark assessments which we do three times a year. We use this information to help identify students who need more intensive intervention in reading through our Title program. We are going to start using MAZE Reading Comprehension benchmarks in all grades and will start a trail run of M-CAP for Math concepts. Popularity and usefulness of technology for assessment has created a need for more infrastructure.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with the standards and relevant to the school culture.**

Teachers engage in discussion regarding assessment at our staff meetings and grade level meetings. Discussion involves teacher input as to relevance and using assessment to inform instruction.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.**

Our benchmark assessment information is shared with students and parents, so family is aware of how the student is performing compared to peers. Pearson Success Tracker for Math allows students to monitor individual progress on math tests and assigned intervention activities. Teachers clearly articulate what is expected to be proficient in all content areas and also for personal behavior.

- 2.1d Test scores are used to identify curriculum gaps.**

Teachers use the results of the previous year CRT to inform student readiness for reading and math. This provides an initial snapshot and elevates teacher awareness regarding differentiating instruction in reading and math. We use our AIMSweb benchmarks to monitor student performance in our lower grades, and use these test results for upper grade monitoring as well. Time and planning for sharing of this information across grade levels needs to be made regular and guaranteed.

- 2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. GUIDANCE: Consider how the academic progress of American Indian students is monitored to ensure they receive appropriate instructional support.**

In addition to classroom assessments aligned with district curriculum, we use our AIMSweb benchmark assessments to help support the use of additional interventions to help students grasp concepts and achieve proficiency.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.**

Teachers are using the “ins and outs” for math with greater consistency to guide students to proficiency by the end of each school year. As a staff we have discussed having “ins and outs” for writing, as well as other content areas. This provides teachers with a list of skills all students exiting each grade should achieve.

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2.1g Implementation of the state-required Assessment Program is coordinated by school and district leadership.

We have a testing schedule which is rigorous but not too overwhelming. Student accommodations are provided according to guidelines. Makeup tests are scheduled as needed, and all test materials are checked in and returned on time.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.

Teachers in grades three through five use released items to provide students with opportunities to practice specific types of questions and also provide constructed response practice to work on writing in areas of math, reading and science, helping students to understand the difference between rubric scores.

3 Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

3.1 Instruction

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms. GUIDANCE: If applicable consider what changes in instructional strategies have been necessary in light of the state's Montana High School Initiative, the state's RTI Initiative and or the district's Carl Perkins Plan.

Teachers do provide quality instruction that is effective and informative using varied instructional strategies. Professional development in the use of rubrics is needed. Peer observation and coaching are strategies being explored.

3.1b Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.

Instructional strategies and learning activities are aligned with school district goals and assessment expectations.

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Classroom teachers are consistently assessing the quality of instructional strategies and work hard to provide instruction that matches the needs of learners assigned to them for the year. Teachers are becoming more aware of how to use a variety of assessments to meet the needs of learners as well. Ongoing professional development in classroom management techniques that allow for differentiated instruction is necessary. To maintain current knowledge of changing demographics and cultural dynamics is critical.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.

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- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.**

We do not at this time assess teacher content knowledge. East Side makes public the continuing education of its teachers.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.**

All teachers use some form of technology in their classrooms. 3rd-4th and 5th grade teachers consistently use the computer lab, Fourth and Fifth grade teachers use projectors in class, and laptop projector carts are available at other grade levels for teachers to share. Technology training in managing computer use for early grades is necessary.

- 3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. GUIDANCE: Consider whether instructional materials, including textbooks and supplemental materials, have been reviewed for bias.**

When curriculum is reviewed the content area team considers effectiveness, relevance, and alignment with standards. Resources need to be made more current and kept updated. Use of technology to stay current is being investigated.

- 3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.**

Teachers at each grade level and specialists collaborate on a weekly basis as they share resources, instructional strategies, and thoughts about curriculum and instruction. Teachers would love to have a block of collaboration time, but we have yet to take a serious look at how to do that. Fifth grade teachers do have a block of time once a week for collaboration due to scheduling specials back to back.

- 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.**

East Side staff has discussed and hold to the guidelines that homework has to be meaningful, tied to already delivered instruction, and be appropriate in length.

4 School Culture

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1 School Culture

- 4.1a There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys).**

Start and continue on-going surveys of student, staff, and parents.

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- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.**

Staff development is relevant to staff and student needs in order that students may learn at high levels.

- 4.1c Teachers hold high expectations for all students academically, culturally, emotionally, physically and behaviorally. This is evidenced in their practice.**

Teachers use differentiated instruction to meet the academic, cultural, emotional, physical and behavioral needs of all students; thus facilitating the elevation of expectations.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.**

Recess aides and para-educators and other classified staff are involved in decision making at the school level. Through the curriculum renewal process, professional development committee, and other formal and informal processes, teachers are aware of and constantly involved in decision making affecting teaching and learning.

- 4.1e Teachers recognize and accept their professional role in student success and failure.**

Using assessment results, teachers are aware of and constantly adapting instruction in order to meet the changing needs of their students.

- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.**

First, identify the changing skill needs of students and assign staff accordingly.

- 4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).**

Teachers use two formal parent-teacher conferences a year, classroom newsletters, emails and phone calls, and open houses to communicate with families.

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.**

In remarking on the highly subjective determination as to whether there exists evidence that teachers and staff care about students and inspire their best efforts, it is well to note that to maintain high expectations for student performance is as consistent with caring about students as it is to make an accommodation for extenuating circumstances. Perhaps the truest measure of the extent to which teachers care about students and inspire their best efforts is the time outside the school day that so many teachers spend helping students succeed, and this is common throughout the district.

As reflective practitioners, always seeking to strengthen relationships and motivation, teachers may find it beneficial to ask this question of students and parents. In a 2008 appreciative inquiry session with Bliss Brown, members of the community, parents, and some students remarked on ways that they felt LPS teachers showed compassion and inspired students to do their best; this was not looked on as a deficit or a thing in need of improvement.

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4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

E-mail is used to communicate ongoing events, changes, meetings, expectations, etc. Staff meetings happen the first Wednesday of each month and usually lasts an hour. Other meetings are scheduled as needed to handle the running of our school.

4.1j There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).

Eastside Elementary prides itself in the display of student work. For example, hallway and classroom displays, music programs, portfolios, and the student art show stand as evidence of the celebration of student achievement.

4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction. GUIDANCE: Consider how the learning environment reflects the implementation of IEFA.

Through standard and supplemental programs available through Title I A, Title II A, Title II D, and Title IV A, the school provides support for the physical, cultural, socio-economic, and intellectual needs of all students. Throughout the school, learning for all is a priority second only to student safety, nutrition, and wellness. Policy and practice assure equity and appreciation of diversity in curriculum, instruction, guidance, and rule. We know through brain research that serving the intellectual needs of students requires high emotional intelligence among educators and an emotionally safe environment for children.

Eastside is committed to constant improvement in its support for the physical, cultural, socio-economic, and intellectual needs of all students through constructive dialogue, professional development, and resource allocation.

5 Student, Family, Community Support Programs/Services

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1 Student, Family, Community Support Programs/Services

5.1a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and Montana Content and Performance Standards. GUIDANCE: If applicable, consider how your district/school has partnered with tribes and/or American Indian educators for successful implementation of IEFA.

At Eastside to date, 39 parent volunteers have undergone background checks, a measure of parent involvement. The school also has an active PTO and invites members of the community in to teach guest lessons. A parent training night for Pearson Success Tracker is planned. Reading contracts go home, and activities such as the art show invite parents to experience the district commitment to rigorous and relevant project-based learning.

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5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance).

The Eastside guidelines for success, school pledge, and clear, consistent behavior expectations make all the curriculum known to all students.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning. GUIDANCE: If applicable, consider what outreach efforts your district/school has employed to specifically increase collaboration and communication with families/communities of American Indian students to address their needs.

Eastside organizational structures and instructional practices to reduce barriers to learning include: Title I pullout K-3, differentiated instruction, Wilson reading or Foundations, and Read Naturally. A need is to expand similar interventions to math. RtI is recognized as supported by the state, and its concepts are being explored.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. GUIDANCE: If applicable, consider which supplemental services and programs have been put in place to specifically ensure American Indian students have increased academic success.

All schools are working toward changes in schedule to permit students who need extra instruction in reading or in math to receive that opportunity. Homework programs and the LINKS for Learning after school program provide additional assistance to support student learning. Pearson SuccessNet is being explored as a means of utilizing technology to extend student learning to the home environment.

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Eastside teachers utilize Schoolmaster, it is desired to learn more about access to other pertinent student information. Gradebook training is critical for new teachers or those switching grade levels. AIMSweb is accessible to staff.

6 Professional Development

The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.1 Professional Development

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Eastside has formed professional learning teams set up by teachers based on individual needs. As has been stated, time is at a premium.

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- 6.1b The school has an intentional plan for building instructional capacity through ongoing professional development. GUIDANCE: Consider what professional development plans have been created to ensure individual teacher and school-wide IEFA implementation efforts are implemented and assessed. If applicable consider what professional development plans have been created to ensure individual teacher and school-wide implementation of the state's Montana High School Initiative, the state's RTI initiative and/or the district's Carl Perkins Plan.**

At Eastside there has been an intentional plan; however, immediate needs (such as crafting of this 5YCEP), have taken precedence. This is a recurrent issue in professional development planning.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.**

At Eastside, professional development plans are in alignment with individual growth plans (professional learning communities) and student achievement goals (AYP).

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.**

East Side plans for school improvement and staff development relate to goals for student achievement; e.g., SchoolMoves training facilitates transition between activities in ways that stimulate the brain and prepare the student for sustained attention and learning.

- 6.1e Professional development is on-going and job-embedded. Specific to the learning community.**

Examples of ongoing staff development include professional learning teams, Wilson facilitator training, Project Archaeology, Teaching American History Colloquium, and Pearson training. A mentoring program is desired.

- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.**

At East Side, the implementation of Pearson Success Tracker as a means of differentiating math instruction and augmenting formative assessment was identified as a professional development priority. Similar steps will be taken to provide professional development for new programs identified to meet student needs.

- 6.2 Professional Growth and Evaluation**

- 6.2a The school/district provides a clearly defined evaluation process.**

The evaluation process is currently under review for revision.

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.**

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6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

Current fiscal realities make support for professional development more restricted than if funds were budgeted in the General Fund. However, within Title constraints, funds are available to support development in areas of most urgent student needs.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The evaluation process is currently under revision.

6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards.

The evaluation process is currently under revision.

6.2e The school/district improvement plan identifies specific instructional leadership needs and the school board has strategies to address them.

East Side staff will provide ongoing input toward facilitation of instructional leadership needs.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The evaluative process is currently under review.

7 Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

7.1 Leadership

7.1a Leadership has developed and sustained a shared vision.

Leadership recognizes the essential importance to sustain a shared vision.

7.1b Leadership decisions are focused on student academic performance and are data driven and collaborative. GUIDANCE: Consider how leadership monitors and prioritizes data-based organizational/academic needs that will increase American Indian student achievement. GUIDANCE: If applicable consider how leadership ensures classroom implementation of the state's Montana High School Initiative, the state's RTI Initiative and/or the district's Carl Perkin's Plan.

Leadership decisions, such as scheduling, class assignment, curricular design, choice of screening and monitoring tools, professional development offerings, and promotion of

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- 7.1b Leadership decisions are focused on student academic performance and are data driven and collaborative. GUIDANCE: Consider how leadership monitors and prioritizes data-based organizational/academic needs that will increase American Indian student achievement. GUIDANCE: If applicable consider how leadership ensures classroom implementation of the state's Montana High School Initiative, the state's RTI Initiative and/or the district's Carl Perkin's Plan.**
instructional strategies is informed by student academic performance on standardized assessments such as the CRT, and more formative assessments, such as the computer-assisted assessment module available through Pearson Success Net. Collaboration takes place in committee meetings, correlate team meetings, and administrative council. This is an area school and district leaders have prioritized for improvement, beginning with selection and development of the most meaningful and informative formative assessments.
- 7.1c There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.**
East Side considers socioeconomic and achievement data in referral for Title services, CRT scores disaggregated by subgroup, and AIMSweb achievement data.
- 7.1d Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to Montana's academic content standards for public schools.**
We have access to the curriculum related materials. We need additional/ongoing training and support to maximize instruction.
- 7.1e Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.**
Collaboration time needs to be built into the daily schedule to allow regular grade-level meetings.
- 7.1f Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure and removes barriers in order to sustain continuous school improvement.**
Implement a mentoring program to support new/nontenured teachers.
- 7.1g The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment. GUIDANCE: Consider how leadership ensures classroom implementation of the districts/schools IEFA policy and curriculum.**
Through the diligence of the district policy committee, LPS policy is likely among the most comprehensive collections statewide. Leadership facilitates implementation of the IEFA curriculum via treatment of IEFA standards in curriculum renewal and via support of IEFA implementation teams. District policy speaks to curricular renewal to meet all standards, which would include those specifically regarding IEFA. However, the district does not have a distinct IEFA policy.

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7.1h District and school leadership provides a process for the development and the implementation of continuous school improvement.

Teachers are involved in correlate teams to support the development of the 5 Year CEP. All teachers/administration will be involved in the implementation of 5 Year CEP, and yearly effectiveness reports.

7.1i There is evidence that the school board has an intentional focus on student academic performance.

The School Board approves all curriculum and materials.

7.1j There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, efficiency and a safe culturally responsive environment.

There is currently no principal evaluation tool available to rate leadership effectiveness. A survey/checklist needs to be made available to staff members and the superintendent to evaluate principal, curriculum director, and superintendent effectiveness and leadership.

8 Organizational Structure and Resources

The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.

8.1 Organization of School

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.

Collaboration time for teachers is still the most glaring deficiency in East Side's ability to maximize use of available resources.

8.1b The master class schedule reflects all students have access to all of the curriculum.

In reality, all students do not have access to all of the curriculum, as the autonomy of such access is directly related to proficiency. However, the intent is to utilize focused instruction on particular aspects of the core curriculum to close achievement gaps where they exist, thereby restoring student choice in wider curricular offerings.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Allocation of certified and non-instructional staff is organized based upon the learning needs of all students; needs assessment drives the allocation.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning

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8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning

As teachers employ more formative assessment strategies, instructional adjustments to the early knowledge of student strengths and weaknesses is producing more efficient instructional time, thereby maximizing student learning.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

It is the hope that participation in the 5YCEP process will further enhance existing staff initiatives to plan vertically and horizontally across content areas and grade configurations in ways that focus on goals, objectives, and strategies in the improvement plan.

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).

The East Side mission states that the school is dedicated to providing educational opportunities that enable children to develop a love for learning and develop appropriate academic and social skills in order to be responsible citizens in an ever-changing world. Schedule was revamped to provide first and second grade teachers an uninterrupted block of language arts time, and a similar time for math.

8.2 Resource Allocation and Integration

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

8.2c The school board analyzed funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

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- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district. GUIDANCE: Consider how district/school IEFA funds are used to develop curriculum, offer professional development and/or deliver instruction to students.**

9 Comprehensive and Effective Planning

The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning

9.1 Defining the School Vision, Mission and Beliefs

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.**

In the meeting agendas and drafts created by professional learning teams, there is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

9.2 Development of the Profile

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.**

In Excel files that can be filtered to disaggregate data and which include formulae for statistical analysis of all data, there is evidence the school/district planning process involves collecting, managing, and analyzing data. Student and teacher schedules reflect decisions based on this data. To determine exactly which are "leading" and which are "following" indicators of student achievement requires constant refinement and review.

- 9.2b The school/district uses data for school improvement planning.**

On the most basic level, the district uses disaggregated CRT data as impetus for improvement planning. As the most meaningful screening and diagnostic assessments, school climate surveys, and evaluation tools are created, identified, and utilized, data-based planning will be enhanced. A challenge is to resolve tensions created by competing interpretations of the meaning of data.

9.3 Defining Desired Results for Student Learning

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9.3a School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by a planning team.

Content-area teams and the curriculum committee are charged with identification of best research-based practice and with renewal and revision of curriculum to meet state and national expectations for student learning. There is room for improvement in the surveying of parental opinion regarding learning expectations.

9.3b The school/district analyzes their students' unique learning needs.

Data is disaggregated to the level of the student; however, it could be stated that an ideal setting, an individualized learning plan could benefit every student.

9.3c The desired results for student learning are defined.

Desired results are defined most simply in mark tables, the curriculum map, and tacit or written requirements for graduation from any grade. However, there exist many unwritten or unspoken expectations (e.g., expectations for behavior, work ethic, or creativity) for student learning which, if made more explicit, might benefit students.

9.4 Analyzing Instructional and Organizational Effectiveness

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Strengths and limitations of district instructional and organizational effectiveness are identified via disaggregated data analysis, including longitudinal progress of individual students. The curriculum director is working toward a streamlined process for collection and manipulation of data from a variety of sources.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

The process and goals of the previous 5YCEP were not well known across the district. Staff have been integral in the creation of the current plan; hence, it is hoped that it will be through this plan that district goals for building and strengthening the capacity of instructional and organizational effectiveness are defined. Formative evaluation, best screening and diagnostic / prescriptive assessment tools, and resolution of the shortage of time and money for planning outside instructional hours are among high priorities.

9.5 Development of the Improvement Plan

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

At the Spring 2009 Effective Schools conference in Billings, MT, Dr. Larry Lezotte received resounding applause when he stated that schools are well-suited to planning, but

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9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

poorly-suited to execution. To avoid this has been a guiding principle of the creation of the 5YCEP; thus, yearly action plan steps will reference goals and objectives in the 9 Montana correlate areas as identified at the district and school level.

9.5b The plan identifies the resources, timelines and persons responsible for carrying out each activity.

The plan states goals to be addressed within the 5-year timeline, as well as yearly goals and action plans; identifies responsibilities for certified and classified staff, administrators, parents, and community members; and describes available resources.

The plan could be improved via a project approach, perhaps facilitated via technology such as Microsoft Project; that is, tasks, persons responsible, and available resources could be laid out in greater detail for recruitment and progress monitoring.

9.5c The means for evaluating the effectiveness of the improvement plan are established.

The improvement plan will be evaluated on the basis of progress toward stated goals. At the Effective Schools trainings in spring and fall 2009, Dr. Larry Lezotte made clear the need to identify the descriptors and metrics of each correlate goal; correlate team members have embraced this approach. Thus, as the 5YCEP guides school improvement over the next cycle, it is intended that we continuously engage the process of touching base with goals and measuring the leading indicators of our progress toward them.

9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

The improvement plan accounts for the school/district demographic and subgroups most in need; mission and vision statements regarding school / community collaboration in the promotion of a safe and nurturing environment that also instills independence and work ethic; the shared belief that all students can learn; and goals for incremental, constant progress toward proficiency for all.

9.6 Implementation and Documentation

9.6a The plan is implemented as developed.

Dr. Lezotte stated that educational systems tend to be well-suited to planning, and poorly-suited to implementation – the school / district recognizes that implementation of the intentional plan is critical to its success. To actualize the plan, correlates teams will continue to meet during the 5-year cycle of this plan, and it will remain a centerpiece of shared meeting time at staff meetings, PIR, and other full-release days.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

East Side School

Five-Year Comprehensive Education Plan

Category/Correlate Quality Indicator Notes

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The school/district will frequently monitor progress toward goals and objectives for student learning during staff meetings, PIR, and other full-release days.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Through focus on effective instruction and student outcomes via “triangulated” data analysis of fluency, comprehension, and engagement indicators, the school and district evaluate the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Simply stated, the 5YCEP will be a guiding document to be revisited by teams over the next five years.