

East Side School

Five-Year Comprehensive Education Plan

Category/Correlate Comments and Goals

2010

Academic Performance

1 Curriculum

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

What trends/issues that have significant impact on student achievement could be identified?

East Side School Staff is concerned about students being engaged everyday in the act of learning and showing thoughtful responses while discoursing in class and making written responses. Some students appear more passive and less engaged in learning, while others demonstrate the ability to access many sources of knowledge and crave more thoughtful and challenging instruction. The challenge appears to be to provide differentiated instruction to meet the needs of varied learners.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

As each content area undergoes renewal, it will continue to be valued to include articulation of skills and understandings relating to Indian Education for All.

Goal # 1

Renew curriculum by content area on a 5-year cycle, including articulation of skills and understandings relating to Indian Education for All.

Goal # 2

Engage in professional development that enhances Excel skills for more ready access of the curriculum.

Goal # 3

Align as closely as possible the written, supported, taught, tested, and learned curricula.

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.

What trends/issues that have significant impact on student achievement could be identified?

East Side teachers are becoming more highly qualified in using formative assessment to guide instruction.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

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Teachers assess concepts as they are integrated into core curriculum.

Goal # 1

Have teachers use grade level collaboration time to develop formative assessments for content areas which truly test grade level concepts based on our district curriculum map.

Goal # 2

Return assessments in a timely manner to students so they may revisit inaccurate responses thereby creating a new learning opportunity.

Goal # 3

Modify curriculum and instruction based on results of assessment, and as indicated by the curriculum revision schedule.

3

Instruction

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

What trends/issues that have significant impact on student achievement could be identified?

We have both struggling and gifted students who need to have their instruction modified. Many of these students do not qualify for extra support special education, and we have no talented and gifted program. Our dilemma is how to meet the needs of struggling / gifted learners while continuing to keep learning stimulating and ongoing for the rest of the students. This trend is apparent at each grade level.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

IEFA instructional goals receive the same focus as other goals in the curriculum.

Goal # 1

Expand the use of effective, differentiated intervention identified through ongoing, formative assessment.

Goal # 2

Promote and facilitate for all faculty members the continuous acquisition, renewal, and enhancement of deep, contemporary content knowledge.

Goal # 3

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Provide relevant and ongoing professional development to meet the needs of staff, including specialists, as they work to deliver high quality instruction in every K-5 classroom.

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Comments for Academic Performance Category

What trends/issues that have significant impact on student achievement could be identified?

Students living in dual households, often creates inconsistent delivery of homework and information relevant to school events. Exposure to video games and television may have desensitized students to what is deemed appropriate by many teachers working in today's schools as far as respect and setting limits/boundaries. To equalize access to the core curriculum will require assessments that point up not only cognitive differences, but which speak to cultural ones, as well.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Our goals for academic achievement would be consistent regardless of ethnicity.

Goal # 1

Move continuously toward the closest possible alignment between the written, supported, taught, learned, and tested curriculum; ideally, these should all be one and the same.

Goal # 2

Develop and maintain the shared fundamental vision that all students can learn.

Goal # 3

Every teacher will post or communicate each day or before each lesson the academic tasks to be undertaken.

Learning Environment

4 School Culture

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

What trends/issues that have significant impact on student achievement could be identified?

To maintain an equitable, safe, nurturing, engaging, rigorous learning environment for all requires not simply the dedication to these ideals, but also, a means of measuring their attainment. School climate or school opinion surveys administered to staff, students,

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parents, and community members may help to establish such qualitative information.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

There are no specific issues or trends relating to goals for IEFA or American Indian student achievement in particular that are not encompassed in the district commitment to an equitable, safe, nurturing, engaging, rigorous learning environment for all.

Goal # 1

Increase teachers' and administrators' understandings of student and parent perceptions of school culture.

Goal # 2

Increase students' awareness of teachers' and administrators' commitment to, and expectations for, their success.

Goal # 3

Increase the frequency, quality, and universality of formative assessment.

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.

What trends/issues that have significant impact on student achievement could be identified?

There is a need and a requirement generally to invite more parent participation in school planning. However, the district has deep and diverse ties with the Livingston community via project-based, civic, and service learning. A hope is to enhance academic rigor, relevance, and relationships in order that barriers to learning are lowered for all students.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for student, family, and community support programs and services for IEFA and American Indian student achievement in particular are consistent with general district goals.

Goal # 1

Increase parental involvement in Title and school improvement planning.

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Goal # 2

Strengthen school / community relations.

Goal # 3

Identify and prevent, remove, or circumvent barriers to student achievement, e.g., socio-economic status.

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.

What trends/issues that have significant impact on student achievement could be identified?

To be effective at improving student achievement, professional development needs to be identified and supported based on measurable progress toward clear goals set for such achievement. Consistent use of a comprehensive evaluation tool should provide teachers and administrators with meaningful feedback and recommendations for sustained and continuous individual growth.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Professional development goals for IEFA are consistent with professional development goals in general.

Goal # 1

Strengthen formative assessment skills through professional development.

Goal # 2

Strengthen communication arts and mathematics instructional skills, including interdisciplinary / multidisciplinary strategies, through professional development.

Goal # 3

Through professional development, implement instructional strategies that increase student engagement and graduation rates.

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Comments for Learning Environment

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What trends/issues that have significant impact on student achievement could be identified?

In order for the district to more effectively function as a learning community that supports a climate conducive to performance excellence, it will be necessary to improve connections with families and community groups to better serve district clientele and to identify and remove barriers to learning. Furthermore, it will be necessary to support improvement of teaching and learning through on-going high-quality formative evaluation and subsequent identification and support of individualized, research-based, results-driven professional development.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for IEFA and American Indian student achievement are identical with those for school learning environment in general.

Goal # 1

Improve school / community / family connections.

Goal # 2

Improve the teacher / administrator evaluation process.

Goal # 3

Refine the professional development process to include a more individualized and targeted, research-based, results-based growth model.

Efficiency

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.

What trends/issues that have significant impact on student achievement could be identified?

The most informative evaluation tools need to be identified and/or refined, be they for assessment of administrator, teacher, or student skills. A recurrent theme is that leadership objectives may be more readily met if time for collaboration among grade levels and content-area teams is somehow structured in to contract time. The 5YCEP should heavily influence curricular, instructional, assessment, facility, and professional development decisions.

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If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

The board and its policy committee may wish to consider development of a separate policy for IEFA.

Goal # 1

Collaboration time will be built in to the weekly schedule to allow regular grade-level meetings.

Goal # 2

Establish a teacher mentoring program for all new/nontenured teachers and teachers changing assignments.

Goal # 3

East Side Title Team will meet three times per year.

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.

What trends/issues that have significant impact on student achievement could be identified?

Beyond accreditation and contract requirements for organizational structure and resource allocation, the district aims for equitable allocation of fiscal resources and staff in ways which maximize instructional efficiency and opportunity to learn, and which align greatest strengths with areas of greatest corresponding student need. To determine how best to accomplish this task through forward-thinking dialogue between board members, teachers, and administrators, seems certain to produce a significant positive impact on student achievement.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

The aims for efficient organizational structure and resource allocation for IEFA are identical with those stated above.

Goal # 1

Improve the process of staff and resource allocation to align district strengths with corresponding student needs.

Goal # 2

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Clearly define and make widely known the process of staff and resource allocation to align district strengths with corresponding student needs.

Goal # 3

Resolve the issue of Title allocation in a way that addresses one need while not creating another.

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

What trends/issues that have significant impact on student achievement could be identified?

Compared to the original one, the modern 5YCEP is better-known by staff, the Board, administrators, parents and the community. It is hoped that more frequent reference to the goals and statements in each of the correlate sections, the yearly goals and action plans, and effectiveness reports will result in collaboration and district-wide awareness of implementation of strategies to actualize goals for constant improvement.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for comprehensive and effective planning for IEFA are consistent with those for all content areas.

Goal # 1

Elevate awareness of the school improvement plan in both the school and community.

Goal # 2

Actualize the school improvement plan.

Goal # 3

Identify and utilize the most useful indicators of progress toward goals in the school improvement plan.

901 Category Comments and Goals for Efficiency

Comments for Efficiency

What trends/issues that have significant impact on student achievement could be identified?

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A challenge for any school or district is to balance time on task / opportunity to learn with non-instructional time for collaborative planning, assessment, and professional development. It is hoped that the structure of the 5YCEP facilitates efficient planning and implementation of the plan via the work of teacher-led correlates teams.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for efficiency of IEFA planning and implementation are consistent with school / district goals in general.

Goal # 1

Increase the efficiency of school improvement plan implementation.

Goal # 2

In schedule, find the balance of instructional time and collaborative planning time that most benefits student achievement.

Goal # 3

Increase engagement of parents and the community in achievement of goals in the school improvement plan.