

Comprehensive Progress Report

Mission: We, the faculty and staff of Alma O. Easom Elementary School, dedicate ourselves to teach all children to achieve their highest academic potential-thus promoting lifelong learning.

Vision: The parents and staff of Alma O. Easom Elementary School will work together to help students build foundational skills that will lead to academic success throughout their school career and beyond.

Goals:

All parents will be encouraged to communicate with school staff and attend school sponsored events.

Every day, students will practice our BARK chart rules by being safe, accountable, respectful, and kind in all school settings. Students who receive a stamp or sticker on their monthly calendar 80% of the time (i.e. 17/21 days) will receive a monthly reward/celebration.

Parents will have opportunities to discuss emotional/social issues with school staff to make responsible decisions.

By the end of the 2022-23, teachers will have various resources to support students with emotional/developmental/behavioral needs.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2021-22 school year, our teachers introduced data notebooks to students. We achieved our basic understanding of the purpose of the data notebook but as the school year progressed, it was determined that certain items should be added or removed from the notebook. We would like to adapt our focus to include diversification of items in the data notebook, examining it more frequently, and reviewing behavior monthly instead of quarterly.	Limited Development 06/22/2022		
<i>How it will look when fully met:</i>		Data notebooks will be differentiated based on student needs, reviewed more frequently with students and parents, and used to guide MTSS decisions.		Mary Suggs	05/26/2023
Actions			1 of 3 (33%)		
8/16/22	Teachers will add behavior section as part of the data notebook.		Complete 09/19/2022	Mary Suggs	09/19/2022
	<i>Notes:</i> (8-16-22TH) This action was created, by the team, during the BOY teacher workdays. (9-19-22) The classroom teachers added a behavior section to the data notebooks. (9-19-22) Many of the teachers used the data notebook and this indicator as part of their PDP.				
8/16/22	Update data notebook with pages quarterly to see what is needed for progression of skills.			Mary Suggs	12/16/2022
	<i>Notes:</i> Data notebooks are differentiated to meet individual needs of students. Information will be added by teachers as student's progress through standards.				
10/24/22	Teachers meet monthly with students to review behavior section.			Rebecca McAlister	05/01/2023
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers are not using the same procedures to recognize personal accountability for student behavior.	Limited Development 06/22/2022		
<i>How it will look when fully met:</i>		<p>During our final SIT meeting for the 2021-22 school year, it was determined that we need a flow chart to help with consistency of behavior (in regards to rewarding behavior and consequences). In addition, we need a school discussion regarding class expectations, particularly with new staff members.</p> <p>By the end of the school year through PLC collaboration, teachers will develop personal accountability strategies for students by creating PEP's and collecting progress monitoring data. This will be monitored using MTSS reviews with the ultimate goal of discontinuing PEP.</p>		Anne Marie Frangos	03/27/2023
Actions			1 of 3 (33%)		
	8/16/22	Create choice board for teachers to use with determining behavior interventions and responses.	Complete 08/23/2022	Rebecca McAlister	10/03/2022
		<i>Notes:</i> (9-19-22 TH) The choice board has been created and Mrs. McAlister shared it with teachers.			
	10/24/22	Teachers will create PEP's for students who are experiencing difficulty with classroom norms and personal accountability.		Mary Suggs	10/31/2022
		<i>Notes:</i> 10.24.22 Last month, teachers were asked to begin creating PEP's based upon academic and behavioral needs. If a student had a behavioral/emotional/social concern, teachers created a PEP based upon their individual need. Teachers were asked to review and get parent signature during Fall parent/teacher conferences (10.17.22-10.21.22).			
	8/16/22	Discuss second step curriculum with guidance counselor during PLC's.		Anne Marie Frangos	03/27/2023
		<i>Notes:</i> 10.24.22 We have not asked Mr. Parsons to come to grade level to discuss the second step curriculum.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we do not have a consistent management plan for students with emotional/behavioral needs. We have an efficient Tier 1 (PBIS) plan; however, for students that need additional assistance we do not have an appropriate plan in place.	Limited Development 10/13/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will have resources and strategies to help assist students with unique learning needs (emotional/behavioral/developmental). Some of these strategies may include: options for behavior chart; MTSS interventions; websites; second step resources, etc.		Rebecca McAlister	05/01/2023
<i>Actions</i>			0 of 2 (0%)		
	10/13/22	Once a month during our PLC time, we will review current classroom management plans to see if interventions are successful or need to be modified. Classroom teachers that show particular expertise will be asked to review some strategies that have worked for them in previous settings.		Patricia Honeycutt	03/27/2023
<i>Notes:</i>		10.24.22 During the Initial PEP session (MTSS Planning), teachers discussed options that are used with particular students in need. As a group, feedback was provided regarding ABC checklists and Behavior Contracts.			
	10/13/22	Professional development will be held (one per nine weeks) during PLC's pertaining to emotional/behavioral needs.		Wayne Parsons	05/01/2023
<i>Notes:</i>		On 9-27-22, our school psychologist and social worker facilitated a PD on ABC Checklists and the process for data collection. In addition, Mrs. Jacobs (psychologist) shared a list of websites to use.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Over the last few years, the number of parents attending school events has decreased.	Limited Development 06/22/2022		
<i>How it will look when fully met:</i>		We will examine the school calendar and plan monthly activities/events that require parent engagement at school and in the community.		Angela Tew	05/15/2023
Actions			0 of 3 (0%)		
10/24/22	Using a weekly newsletter, teachers will communicate with families to inform them of special events, dates to remember, and policies/procedures using Class Dojo.			Rebecca McAlister	12/05/2022
<i>Notes:</i> This action was added on 10.24.22. Teachers are required to send home a weekly newsletter with information regarding curriculum, school policies and procedures, upcoming events. The administrative team will review those newsletters for appropriateness.					
8/16/22	During PLC meetings, teachers and the administrative team will plan two curriculum events for parents			Mary Suggs	05/10/2023
<i>Notes:</i> (9-19-22) We discussed having a "Curriculum Night" during Book Fair Week (on Oct. 4 from 5-7) 10.24.22 Together We Read (Curriculum Night) was held on 10.4.22. Parents were provided with opportunities to assist students with literacy instruction. We had 205 people attend the event.					
8/16/22	During PLC meetings, teachers and the administrative team will plan 3 to 4 family engagement events for families and school staff			Rebecca McAlister	05/15/2023
<i>Notes:</i> 10.24.22 Halloween Skate Night is scheduled for 10.27.22. During this time, we will offer parents sessions on how they can assist their child and what resources are available in school. Bubba's Night will be held on November 15th prior to the next SIT meeting.					

	E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are not doing a good enough job reaching out to parents to address social emotional concerns. With the addition of a full time guidance counselor and social worker, it is our goal to improve family engagement pertaining to the mental well being of students.	Limited Development 06/22/2022		
How it will look when fully met:		We will devise, find or create a schoolwide social emotional assessment to assist teachers in knowing more about students and their families in order to direct them to resources that the student or family may find beneficial. With the addition of a full time guidance counselor and social worker, it is our goal to improve family engagement pertaining to the mental well being of students.		Cheryl Mitchell	05/01/2023
Actions			1 of 2 (50%)		
8/16/22		Create a "get to know you" inventory during individual beginning of the year conferences	Complete 08/24/2022	Wayne Parsons	09/15/2022
		<p><i>Notes:</i> Immediately following "Back to School" conferences using the "Get to Know You" form, it was discussed that the inventory was too long to complete during the conference. Since this is the first time using this form, it was discussed that if used next school year, further modifications should be made to make the form more user friendly in order to maximize parent input and provide necessary resources (if applicable).</p> <p>10.24.22 Feedback from SIT members indicated that this helped build rapport with parents in order to build relationships with families so that we can be more sensitive to needs.</p>			
8/16/22		Provide opportunities for school social worker and guidance counselor to arrange small learning opportunities for parents to attend regarding student mental health and organizations in the community that will assist with resources.		Brandi Sutton	05/01/2023

Notes: 10.24.22 Mr. Parsons & Mrs. Mitchell have met with 2 families to discuss options such as day treatment. For the Skate Night scheduled for 10.27.22, Mr. Parsons will be setting up an area to meet with parents regarding what the role of a guidance counselor is and how he can help their student.