

Essex SIP Progress Report Whole Child

Summary of Current Status FY '18 (based on last two year School Improvement Plan 2016-2018):

- The school psychologist worked with specialists to support their work in SEL. Each specialist picked a grade level to support and used strategies that aligned with classroom instruction regarding the targeted focus area.
- EES adopted a three tiered model for SEL. We now use the DESSA three times per year to screen all students. Students with identified skill needs are supported by the school psychologist with instruction in the targeted area.
- Teachers determine a focus for Tier one instruction based on the aggregate DESSA scores.
- The school psychologist monitors student progress and provides teachers with feedback on their progress.
- The staff has determined that a “pull-out, push-in” model is more effective to help students generalize their skills (this will be the model moving forward).
- Teachers routinely provide students with embedded movement breaks.
- Homework is no longer assigned to students. The expectation is for students to read a designated amount of time each evening, and study for tests. They are also encouraged to play EDM games.
- Teachers do make homework resources available to parents should they choose to work with their children on math skills.

Essex SIP Progress Report Student Achievement

Summary of Current Status FY '18 (based on last two year School Improvement Plan 2016-2018):

- Weekly progress monitor meetings were held.
- Teachers routinely find ways to extend the learning for our high achieving students (in many cases through Project Based Learning).
- The first 2 years of the literacy action plan were completed, with more time needed for a focus on vocabulary instruction in all grades and documenting a comprehension scope and sequence in K-3.

Essex SIP Progress Report Climate

Summary of Current Status FY '18 (based on last two year School Improvement Plan 2016-2018):

- Conducted fire and lockdown drills, and off-site evacuation with faculty.
- Planned and taught students protocol for lockdown during lunch.

- (These goals are being moved to the Community Partnership section of 2019-20 SIP).*



Essex SIP Progress Report Community Partnerships

Summary of Current Status FY '18 (based on last two year School Improvement Plan 2016-2018):

- School Council conducted a bi-annual survey and used an open ended question format (survey) to monitor progress on each SIP goal at the mid-point (after one year).
- Staff focused on improved home-school communication by enhancing their websites, using Instagram, Shutterfly, and other tools to effectively communicate with parents.
- Teachers shared specific information with parents regarding WIN at Open House and in their routine communications.
- The principal shared (annually) information about bullying with parents. (What constitutes bullying behavior? How is a complaint investigated? What does resolution look like? How do we teach students about bullying?)



Essex SIP Progress Report Resources

Summary of Current Status FY '18 (based on last two year School Improvement Plan 2016-2018):

- EES has provided targeted PD to support the 3 year literacy action plan. (For example, a consultant from Stephanie Harvey Consulting worked with teachers in grades 1-5 in the area of reading comprehension.
- Teachers have also been provided time to review the resources from EVO (DESSA) and determine which ones would support their Tier One classroom instruction.



Essex SIP Progress Report FY 17 Outlook

Overarching Goals FY20

Top 3-5 :

- **Strengthen the partnership between Special Education and General Education Teachers to better meet the needs of individual students.**
- **Develop a cohesive K-5 approach to balanced literacy (derived from the Literacy Audit that was conducted by reading specialists) in conjunction with the District Literacy Task Force.**
- **Roll out R.U.L.E.R. model for emotional intelligence with students.**
- **Continue to modify the S.E.L. support model at EES to meet the needs of all students.**
- **Continue to provide targeted Professional Development for staff on building-based needs.**
- **Develop more inclusive school-wide practices.**

Areas of Concern (if any)

- **The need for a Math Specialist and Math Interventionist to support students at EES.**
- **The continued need to SEL supports for students.**



