

Comprehensive Progress Report

Mission: Our mission at Central Elementary School is developing healthy students of good character and helping them learn to the best of their ability by providing high quality instruction in a nurturing environment.

Vision: The vision for Central Elementary is for our staff to focus on every child every day. We "work hard and play hard" as we provide high quality instruction in a nurturing environment. Our classrooms provide an "all accepting" environment in which we accept and nurture students of all academic levels and strive to help all students develop a strong desire to achieve and perform at their highest potential.

Goals:

A. 4.01 Strategic Goal By 5/29/2020, 100% of teachers at Central Elementary will use data analysis to provide differentiated instruction based on individual student needs across all tiers. A.4.01 Target Goal By 6/7/2019, At least 80% of teachers at Central Elementary will use data analysis to provide differentiated instruction based on individual student needs across all tiers.

C2.01 - Target Goal - By May 2020, 80 percent of classroom teachers will learn to disaggregate data as documented in lesson plans and PLC minutes, looking for strengths, weaknesses, and patterns that lead to professional development to increase school-wide improvement as measured by K-3 i-station, Grades 3-5 Reading and Math i-ready, and Grades 3-5 EOG scores. Strategic Goal - By May 2021, 100 percent of classroom teachers will learn to disaggregate data as documented in lesson plans and PLC minutes, looking for strengths, weaknesses, and patterns that lead to professional development to increase school-wide improvement as measured by K-3 i-station, Grades 3-5 Reading and Math i-ready, and Grades 3-5 EOG scores.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		grade level PLC - planning for assessments, data analysis, what's working, what's not working Dr. Goins planning charts use of district curriculum guides (ELA and Math) grade levels talk to EC, ESL Academic Team helps with vertical alignment use of county unit maps and plans - 4 teachers from Central helped develop the county unit maps	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>					

Actions				
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		daily intervention time (RTI) PDSA performance based grouping with students shared across classes and between grade levels (vertical and horizontal) after school tutoring and in class remediation/tutoring schedules designed for "double dipping" so that EC students receive instruction in EC room and in Core AIG differentiation specialist comes once a week 45-60 minutes per grade AIG DEP all 3-5 teachers either have or are working on AIG certification data analysis of Reading 3d, BA, CFA, mock EOG, class PDSA, and "Clean Up" assessments effective use of TAs to help with remediation and work with small groups parent volunteers working with students in classrooms	Limited Development 05/22/2017		
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<i>How it will look when fully met:</i>		Based on BA and CFA data, students scoring less than 80% in reading and less than 80% in math will receive small group targeted intervention based on student need. Progress will be monitored through classroom evaluation. Any qualitative (behavior, attendance, vision issues) are referred to the school guidance counselor. Classroom teachers collaborate with specialists (Speech, OT, EC, ESL, AIG) to meet student needs. Instructional Facilitator monitors RTI stored process. Students are grouped in a grade level according to skill gaps and instruction is provided accordingly.		Melissa Withers	05/29/2020
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Actions			72 of 79 (91%)		
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	5/20/19	Grades 3-5 will complete EOG in Reading, Math, and Science	Complete 05/31/2019	Grades 3-5 teachers, Melissa Withers	06/01/2019
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Notes:

	1/30/19	3rd grade students not proficient on the reading EOG will take the RtA assessment	Complete 06/04/2019	Grade 3 teachers	06/04/2019
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Notes:

	1/30/19	K-2 will complete the EOY math task assessments with clean data	Complete 06/05/2019	K-2 teachers/leadership	06/05/2019
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<i>Notes:</i>				
8/27/19	Grade 3 will complete Reading BOG.	Complete 08/23/2019	Grade 3 teachers	08/23/2019
<i>Notes:</i>				
6/12/19	K - 3 wil complete i-station BOY assessments.	Complete 08/30/2019	K-3 classroom teachers	08/30/2019
<i>Notes:</i>				
8/27/19	Grade 3 will compete Math i-ready diagnostic and Grades 4-5 will complete Reading and Math i-ready diagnostic.	Complete 08/30/2019	Grades 3-5 classroom teachers	08/30/2019
<i>Notes:</i>				
8/27/19	Grades k-5 teachers will analyze BOY data and place BOY data on bell curves.	Complete 09/16/2019	Melissa Withers	09/09/2019
<i>Notes:</i>				
8/30/19	Teachers will begin differentiated instruction based on bell curve data.	Complete 09/16/2019	Melissa Withers, Kelly Byrd-Johnson	09/09/2019
<i>Notes:</i>				
9/4/19	Grade 3 will administer Math check in 1. Grade 4 will administer Reading and Math Check in 1. Grade 5 will administer Reading, Math, and Science Check in 1.		Grade Level Rep: M. Prevette, L. Hardig, A. Shoema	10/30/2019
<i>Notes:</i>				
9/4/19	Grades K-5 will analyze data from i-station and check-ins by placing data on bell curves and answering data questions.		Melissa Withers, Kelly Byrd-Johnson	11/04/2019
<i>Notes:</i>				
9/4/19	K-5 teachers will adjust differentiated groups based on analyzed data.		Grade Level reps: Weed, Dobson, Miller, Prevette,	11/04/2019
<i>Notes:</i>				
9/4/19	K-3 teachers will administer i-station progress monitoring assessments as needed.		Grade Level Reps: Weed, Dobson, Miller, Prevette	11/30/2019
<i>Notes:</i>				
9/4/19	K-3 teachers will administer i-station MOY assessment.		Grade Level Reps: Weed, Dobson, Miller, Prevette	12/19/2019
<i>Notes:</i>				

9/4/19	Grades 3-5 will administer MOY i-ready diagnostic.				Grade Level Reps: Prevette, Hardig, Shoemaker	12/19/2019
<i>Notes:</i>						
9/4/19	K-2 will be administering Math Task Assessments.				Grade Level Reps: Weed, Dobson, Miller	12/31/2019
<i>Notes:</i>						
	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>			comets and stars for behavior reward system are in place - would like to develop a school wide plan for character development and behavior management within the classroom Flip Flippen brain research training with Mrs. Jones Bullying Training with Mrs. Wright Shoot for the Stars "CES" posted and implemented in every classroom some students go to Barium Springs Children's Hope Alliance for outside of school counseling Dove House presentations for first and fifth grades personality colors training parent conferences / e-mails / DoJo	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			SIT, ACademic, Culture/Climate (grade level rep. on each committee) AIG meetings once a month MTSS meetings weekly grade level PLC faculty PLC Early Release professional development meetings with Dr. Goins from DPI	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>						

Actions			
Notes:			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		MTSS Academic, SIT, culture/climate teams (grade level rep. on each) parent representative on SIT teacher reps on PTO connect ed facebook page used to have Parent Advisory Committee peach jar (blue note) weekly grade level PLC faculty PLC leadership roles of staff (reflected in many staff PDPs) regularly look at data at grade level PLC and faculty PLC duty schedule, enhancement/planning time schedule, EC schedule (Scheduling committee) Early Release Day schedule and PD agendas after school tutoring schedules TA small group tutoring schedules same grade levels share students during RTI time sharing students across grade level to meet student needs Field Day, Give It Your Best Day schedules assessment schedules	Limited Development 05/22/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Our school has established a School Improvement Team/Math Goal team, an Academic/Reading Goal Team, and a culture/climate team that meet monthly. Academic team is responsible for developing enhancement schedules/teacher planning time schedules, duty schedules, lunch schedules, teacher assistant schedules, EC schedules, Early Release Day Schedules and schedules to address health issues. Teachers are assigned leadership roles that are reflective of their strengths and monitored through their professional development plan. All 3 committees will maintain a file of agendas, minutes, and work products.	Objective Met 06/13/19	Elizabeth Dobson	06/07/2019
Actions					
Implementation:			06/13/2019		
<i>Evidence</i>		6/13/2019 Previously completed action steps provide evidence of monthly meetings. Minutes of monthly meetings in the committee notebooks provide evidence of monthly meetings. SIT minutes in INDISTAR provide evidence of SIT meeting twice a month throughout the school year.			

Experience	6/13/2019 All three teams (School Improvement Team, Academic Team, and Culture/Climate Team) meet monthly, record minutes, and share information with all staff as needed. SIT meets twice monthly. Each committee maintains a notebook which contains minutes of meetings and artifacts.			
Sustainability	6/13/2019 All three committees will continue to meet monthly. SIT will continue to meet twice monthly. All three committees will continue to maintain notebooks which contain minutes of meetings and artifacts.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Classroom Walk Throughs Weekly grade level PLC SIT team meets monthly parent conferences Professional Development Plans Observations Dr. Goins visits and charts Benchmark Assessment item analysis/bell curves Central Reading Chart Principal Consistently Tutors Early Release Professional Development "intentional / engaged" levels of engagement		Limited Development 06/05/2017		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:	balanced class assignment CWT data EVAAS weekly grade level PLC faculty PLC BA data analysis, item analysis, bell curve, next steps Early Release Professional Development monthly SIT meetings celebrations (balloons, etc.) Central Reading Chart goals MTSS meetings PDSA		Limited Development 06/05/2017		

How it will look when fully met:	100 percent of teachers will know how to disaggregate data, find strengths and weaknesses, and patterns of opportunities for improvement. Professional development will be based on information gathered from the analysis for teachers and provided on Early Release Days, Workdays, or after school. Data will then be reviewed to see if school-wide improvement has occurred.		Melissa Withers	05/31/2021
Actions		2 of 9 (22%)		
8/27/19	K-5 classroom teachers and leadership will analyze previous year EOG data and current year BOY data and determine gap areas and student needs.	Complete 09/16/2019	Kelly Byrd-Johnson, Melissa Withers	09/06/2019
<i>Notes:</i>				
8/28/19	After data analysis of BOY reports, teachers will determine major gap areas for students and present to the Academic Team for discussion.	Complete 09/16/2019	Candace Speer, Melissa Withers, Kelly Byrd-Johnson	09/13/2019
<i>Notes:</i>				
8/28/19	Emphasis will be placed on the area chosen by the Academic Team through teachers direct instruction lesson plans and activities weekly.		Melissa Withers, Kelly Byrd-Johnson (CWT)	10/15/2019
<i>Notes:</i>				
8/28/19	Academic team will determine school-wide next steps for student needs based on the data analysis and present to the staff.		Candace Speer (academic chair)	10/15/2019
<i>Notes:</i>				
8/28/19	Some type of professional development will be included on Early Release Day (Oct. 23rd) on the designated area of need.		Melissa Withers	10/23/2019
<i>Notes:</i>				
8/28/19	Data will be collected and analyzed on the area of need from NC Check-in I, iStation and iReady progress monitoring reports to see if any improvement is being made.		Grade Level Reps: Weed, Dobson, Miller, Prevette,	10/30/2019
<i>Notes:</i>				
8/28/19	Teachers will continue direct instruction and any information from PD on ER day with students on the designated area of need to increase growth.		Melissa Withers, Kelly Byrd-Johnson (CWT)	12/19/2019
<i>Notes:</i>				
8/28/19	Teachers will again gather and analyze data from NC Check-in, iStation, and iReady on the designated area at MOY for improvements.		Grade Level Reps: Weed, Dobson,	01/20/2020

			Miller, Prevette,	
<i>Notes:</i>				
9/4/19	Academic team will discuss grade level data, determine if progress has been made in the gap area, and possible next steps.		Candace Speer (academic team chair)	01/31/2020
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		peer evaluations / peer observation training 100% clubs critical buddies mentors / mentor training teacher input in interviews for new staff EVAAS (self assessment) school climate survey Professional Development Plans for teachers and assistants e-mailed reports from CWT	Limited Development 06/05/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		At EOY 2017-18 Central had completed 359 out of 384 parent conferences (93%). Some classrooms use Dojo, weekly newsletters and/or behavior charts , and take home folders. Parent conferences/meetings are held, e-mails and text ,connect ed, web page, facebook page ,peachjar, progress reports / report cards and parents can access power school.	Limited Development 06/05/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	

<p>How it will look when fully met:</p>	<p>Central would like to ensure a positive experience and outcome for each student by maintaining a consistent and trusting approach with parents directly and personally concerning expectations and personal growth. Central will continue using classroom Dojo for those classrooms, parent weekly or monthly newsletters, emails, phone calls and text, Connect ed phone tree, the school's marquee, webpage and teacher webpages. Parents are sent school-wide letters or invitations concerning school events or Parent/Grade Level meetings. Students will utilize their planners to support their homework connections with parents. Teachers will help parents with tips on how to help their student at home. Any digital resources students have access to at school that can be utilized at home will be communicated concerning procedures for how to log in. Reading logs are also sent home. Communication will occur across all ethnicities, locations and socioeconomic status levels. Teacher training will occur for any home cultures, ESL or interpreter needs.</p>	<p>Objective Met 06/13/19</p>	<p>Elizabeth Dobson</p>	<p>06/07/2019</p>
<p>Actions</p>				
<p>Evidence</p>	<p>6/13/2019 The school secretary has a record of the number of first and second semester parent contacts for each classroom. SIT minutes and action steps provide evidence of the planning and implementation of school wide science experiments. Teacher lesson plans provide evidence of implementation of the school wide science experiments. Teachers have samples of weekly or monthly newsletters that have been sent to parents. The school web page and teacher webpages provide evidence of communication.</p>			
<p>Experience</p>	<p>6/13/2019 Teachers worked with parents to plan and implement school wide science activities. SIT members met with parents to plan the experiments and develop a schedule for school wide implementation. Parents were surveyed to get feedback on their experience helping with the science experiments. Survey results were used in planning parent involvement with science experiments for the following school year. First and second semester parent conferences/contacts were completed. Teachers communicated with parents by using classroom dojo, parent weekly or monthly newsletters, emails, phone calls, texts, connect ed, phone tree, school marquee, webpage, and teacher webpage.</p>			
<p>Sustainability</p>	<p>6/13/2019 Central staff will continue communicating with parents by using</p>			

<p>classroom dojo, parent weekly or monthly newsletters, emails, phone calls, texts, connect ed phone tree, the school marquee, school webpage, and teacher webpages. Teachers will continue to meet with parents to plan and implement school wide science experiments throughout the school year. Teachers will continue to provide parents with procedures on how to log in to digital resources students have access to at school that can be utilized at home. Communication will continue to occur across all ethnicities, locations, and socioeconomic status levels.</p>			
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