

## 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 whether face to face or virtually.

**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 5/30/2022, 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 Due to the hiring of 3 new employees and the development of 3 virtual teaching positions (at 70% baseline), by 5/30/2021 at least 90% of teachers at Central Elementary will use data analysis to provide differentiated instruction based on individual student needs across all tiers.

Strategic Goal - By May 2022, 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 Grades K-5 Reading and Math i-ready and Grades 3-5 EOG scores. C2.01 - Target Goal - By May 2021, 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 Grades K-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:		Student support services				
	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
Initial Assessment:			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	Limited Development 05/22/2017		

	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			
<b>How it will look when fully met:</b>	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.		<b>Melissa Withers</b>	<b>05/31/2022</b>
<b>Actions</b>		<b>105 of 120 (88%)</b>		
	<i>Notes:</i>			
9/17/20	Virtual classrooms will be built according to need and numbers.	Complete 08/13/2020	Leadership	08/10/2020
	<i>Notes:</i> Created a K-1, 2-3 and 4-5 virtual classrooms			
9/17/20	Teachers create curriculum planning calendar for 1st quarter	Complete 09/01/2020	Grade Level Teams	08/31/2020
	<i>Notes:</i> Will create new calendar prior to each quarter			
9/17/20	Administer iReady Reading assessment to all 4th grade students	Complete 08/28/2020	Loyd, Hardig	08/31/2020
	<i>Notes:</i>			
9/17/20	Administer grades 3-5 iReady BOY reading and math diagnostic	Complete 09/04/2020	Grade Level Teachers	09/04/2020
	<i>Notes:</i>			
9/17/20	Grade 3 give BOG reading state assessment. Virtual students will attend on Wednesday of the week to take their assessment	Complete 09/04/2020	Grade Level Teachers	09/04/2020
	<i>Notes:</i>			
9/17/20	Administer grades 2-3 iReady reading and math diagnostic	Complete 09/11/2020	Grade level teachers	09/11/2020
	<i>Notes:</i>			
4/22/20	Grades K-5 classroom teachers will complete the "Vertical Bridge Document." (completion date is subject to change based on return to school date)	Complete 05/27/2020	Grade Level Representatives - S. Weed, E. Dobson,	09/11/2020
	<i>Notes:</i>			

4/22/20	Grades K-5 teachers will have vertical grade level discussions about academic content that had not been mastered prior to school closure in March.	Complete 08/03/2020	Grade Level Representatives - S. Weed, E. Dobson, V	09/11/2020
<i>Notes:</i>				
9/17/20	4/5 teachers will have PD on Canvas in order to begin using platform		Susan Pope	09/23/2020
<i>Notes:</i>				
9/17/20	Administer iReady BOY diagnostic to all K-1 students in reading and math		Grade Level teachers	09/25/2020
<i>Notes:</i>				
9/17/20	Teachers collaborate with vertical teams on remote strategies that have worked, planning activities, PD on seesaw, canvas and zoom on remote learning day		Melissa Withers	09/28/2020
<i>Notes:</i>				
9/17/20	Grade levels and teachers will analyze all BOY data to help create Tier 1 Core Plans in RtI Stored		Melissa Withers	09/30/2020
<i>Notes:</i>				
9/17/20	PLCs will analyze BOY data to determine next steps for instruction		Melissa Withers	10/02/2020
<i>Notes:</i>				
9/17/20	Teachers will develop plans for working with students that need remediation or acceleration and how to document effective strategies		grade level teachers	10/02/2020
<i>Notes:</i>				
9/17/20	Teachers and staff will participate in trauma informed training		Kelly Byrd-Johnson	10/21/2020
<i>Notes:</i>				
9/17/20	Grades 3-5 will complete Interim Check-in 1 for reading, math and science		Melissa Withers	10/30/2020
<i>Notes:</i>				
9/17/20	Teachers look at 2nd qtr standards and create quarterly curriculum calendar for leadership		Kelly Byrd-Johnson	10/30/2020
<i>Notes:</i>				
9/17/20	Kindergarten begin collecting data in NC ELI for students in the 7 domains. Following matrix for weekly progressions		Kelly Byrd-Johnson	11/06/2020
<i>Notes:</i>				
9/17/20	Periodically teachers in PLCs will analyze iReady instructional data for gaps and strengths		Grade Level teachers	12/18/2020

<i>Notes:</i>				
9/17/20	Grade Levels create CFAs for assessment of instructional standards as needed for data, strengths and weaknesses in order to build fluid remediation/enrichment groups		Grade Level Teachers	12/18/2020
<i>Notes:</i>				
9/17/20	K-2 teachers were given math tasks assessment booklets to pull in tasks for data and instructional strategy updates		Melissa Withers	12/18/2020
<i>Notes:</i>				
9/17/20	Periodically leadership analyzes CWT data for strengths/weaknesses in building and classrooms		Kelly Byrd-Johnson	12/18/2020
<i>Notes:</i>				
9/17/20	Teachers administer MOY iReady in reading and math for grades K-5		Grade level teachers	12/22/2020
<i>Notes:</i>				

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<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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		Melissa Withers	05/31/2022

school-wide improvement has occurred.

**Actions**

**13 of 18 (72%)**

*Notes:*

5/27/20 Academic team will review iReady BOY data for the school wide gap to determine the current area of need and if we need to continue focusing on vocabulary.

Melissa Withers

09/30/2020

*Notes:*

9/17/20 Academic team will share with grade levels the areas of need. Grade levels will meet to determine strategies for improvement.

Grade level teams

10/06/2020

*Notes:*

9/17/20 Grade levels share out strategy ideas among staff to then determine how gap areas will be addressed for the year.

Candace Speer

10/20/2020

*Notes:*

9/17/20 Grade levels will work on closing gap areas using strategies in class instruction.

Grade Level teachers

12/08/2020

*Notes:*

9/17/20 Grade levels will analyze check-in, iReady and CFA data to determine if gap areas are closing.

Melissa Withers

12/22/2020

*Notes:*