

## 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 5/30/2023, Central Elementary will improve EOG math percent proficiency from 85% to 88% based on 2023 EOGs. Central will also improve EOG reading percent proficiency from 75% to 80% based on 2023 EOGs. A.4.01 Target Goal By 5/30/2022, Central Elementary will improve EOG math percent proficiency from 81% to 85% based on the 2022 EOGs. Central will also improve EOG reading percent proficiency from 72.6% to 75% based on 2022 EOGs.

C2.01Strategic Goal - By May 2023, 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 Math i-ready, K-3 reading mClass and Grades 3-5 EOG scores. C2.01 - Target Goal - By May 2022, 90 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 Math i-ready, K-3 reading mClass 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			

<b>How it will look when fully met:</b>				
<b>Actions</b>				
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
<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		
<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>149 of 159 (94%)</b>		
	<i>Notes:</i>				
	6/2/21	Create EC, Enhancement, Lunch, Teacher Assistant, and master schedules for the 2021-2022 school year.	Complete 08/16/2021	Kelly Byrd-Johnson	08/16/2021
	<i>Notes:</i>				
	4/30/21	Looking ahead to next steps for 2021-2022 PD and expectations	Complete 08/20/2021	Elizabeth Dobson	08/20/2021
	<i>Notes:</i>				

9/8/21	Third grade completes Reading BOG	Complete 09/22/2021	third grade teachers	09/14/2021
	<i>Notes:</i>			
6/2/21	Grade levels will begin administering BOY assessments: K-3 mclass, K-5 iReady Math, and 4-5 iReady Reading for student data.	Complete 09/24/2021	Melissa Withers	09/17/2021
	<i>Notes:</i>			
9/8/21	Using BOY data, begin creating plans for intervention/enrichment blocks.		K-5 teachers	09/24/2021
	<i>Notes:</i>			
9/8/21	Grade levels complete tier 1 plans in RTI stored based on BOY data.		Melissa Withers	09/28/2021
	<i>Notes:</i>			
9/8/21	Grade levels create and administer common assessment #1.		Speer, Dobson, Lechak, Goforth, Loyd, Reid	10/01/2021
	<i>Notes:</i>			
9/8/21	Grades 3-5 will administer check-in 1 assessments in reading, math, and 5th grade science.		Melissa Withers	10/29/2021
	<i>Notes:</i>			
9/8/21	Grades K-5 will analyze any progress monitoring data from iReady and mClass.		Melissa Withers	11/05/2021
	<i>Notes:</i>			
9/8/21	Grade levels will create and administer common assessment #2		Speer, Dobson, Lechak, Goforth, Loyd, Reid	11/23/2021
	<i>Notes:</i>			
9/8/21	After analyzing progress monitoring data, classroom teachers will adjust remediation/enrichment groups and plans.		Speer, Dobson, Lechak, Goforth, Loyd, Reid	12/22/2021
	<i>Notes:</i>			
9/8/21	Administer MOY iReady Reading for 4-5 and Math for K-5		Melissa Withers	12/23/2021
	<i>Notes:</i>			
9/8/21	Administer MOY mClass reading K-3.		Melissa Withers	01/27/2022
	<i>Notes:</i>			
9/8/21	Classroom teachers will analyze MOY data for next steps.		Kelly Byrd-Johnson	02/03/2022
	<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>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
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>					
<i>Actions</i>					
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			

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
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
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
<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 school-wide improvement has occurred.		Melissa Withers	05/31/2022
<b>Actions</b>			27 of 36 (75%)		
<i>Notes:</i>					
	1/21/21	At the first Academic meeting, the team will decide how we want to continue the focus on number sense for the 2021-2022 academic school year and how best to use the Bridges intervention kit.	Complete 08/20/2021	Kelly Byrd-Johnson	08/20/2021
<i>Notes:</i>					

9/8/21	PTO will purchase the iReady Math tool kit for K-5 classroom teachers	Complete 09/24/2021	Veronica Lechak	09/10/2021
<i>Notes:</i>				
9/27/21	Teachers will use math toolbox lessons/activities with students scoring in the below level indicators. Teachers will also use mClass lessons/activities with students scoring in the below level indicators in reading. These activities/lessons will be used during small group or intervention times.		Melissa Withers	09/30/2021
<i>Notes:</i>				
9/27/21	After completing a math growth monitoring check in iReady, teachers will relook at groupings based on data and then revisit lessons/activities needed for student gap areas.		Melissa Withers	10/29/2021
<i>Notes:</i>				
9/27/21	After completing reading progress monitoring in iReady for 4/5 and mClass for K-3, teachers will relook at groupings based on data and then revisit lessons/activities needed for student gap areas.		Melissa Withers	10/30/2021
<i>Notes:</i>				
9/27/21	Teachers will use math toolbox lessons/activities with students scoring in the below level indicators. Teachers will also use mClass lessons/activities with students scoring in the below level indicators in reading. These activities/lessons will be used during small group or intervention times.		Speer, Dobson, Lechak, Goforth, Loyd, Reid	11/30/2021
<i>Notes:</i>				
9/27/21	Teachers will complete MOY iReady for math in grades K-5.		Kelly Byrd-Johnson	12/22/2021
<i>Notes:</i>				
6/2/21	LETRS Professional Development will begin in small chunks by Jennifer Goforth and IF until teachers are trained by the district.		Jennifer Goforth	12/23/2021
<i>Notes:</i>				
9/27/21	Teachers will complete MOY mclass reading diagnostic in grades K-3.		Kelly Byrd-Johnson	01/28/2022
<i>Notes:</i>				
6/2/21	Teachers will use i-Ready Math and Reading lessons from the purchased guides to enhance instruction of standards based on data needs shown.		Academic Team	05/27/2022
<i>Notes:</i>				
9/8/21	After iReady Math data analysis, Bridges Math intervention will occur daily in Grades 3-5 utilizing two teacher assistants working with small groups.		Melissa Withers	05/27/2022

*Notes:*

9/8/21 Melissa Withers will link vocabulary google site from Kim Rector as a standing item on the PLC agenda to help teachers in the area of vocabulary.

Complete 09/27/2021

Melissa Withers

09/27/2022

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