

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 5/30/2024, Central Elementary will improve EOG math percent proficiency from 85% to 87% based on 2024 EOGs. Central will also improve EOG reading percent proficiency from 76% to 78% based on 2024 EOGs. A.4.01 Target Goal By 5/30/2023, Central Elementary will improve EOG math percent proficiency from 81.8% to 85% based on the 2023 EOGs. Central will also improve EOG reading percent proficiency from 74.5% to 76% based on 2023 EOGs.

C2.01Strategic Goal - By May 2024, 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 2023, 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:		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			
How it will look when fully met:	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.		Jennifer Goforth	05/31/2023
Actions		170 of 179 (95%)		
9/9/22	Third grade teachers will administer Reading BOG.	Complete 09/15/2022	Hannah Wishon	09/15/2022
	<i>Notes:</i>			
6/16/22	Grade levels will administer BOY assessments: K-3 mclass, K-5 iReady Math, and 4-5 iReady Reading.		grade level teachers	09/30/2022
	<i>Notes:</i>			
9/9/22	Classroom teachers will identify 'at risk watch list" students based on previous EOG data and current BOY data. Teachers will create a plan for intervention. Student progress will be discussed weekly and monitored throughout the school year.		Jennifer Goforth	09/30/2022
	<i>Notes:</i>			
9/9/22	Classroom teachers will create an action plan which provides differentiated instruction across all tears based on BOY data.		Elizabeth Dobson	10/07/2022
	<i>Notes:</i>			
9/9/22	Grades 3-5 classroom teachers will receive professional development on the Canvas platform to assist with the transition to on line testing.		Vicki Reid, Makayla Wellman, Hannah Wishon	10/10/2022
	<i>Notes:</i>			
9/9/22	Grades 3-5 will administer Check in 1 assessments in reading and math.		Jennifer Goforth	11/04/2022
	<i>Notes:</i>			
9/9/22	Grades 3-5 teachers will analyze Check-in 1 data.		Jennifer Goforth	11/07/2022

<i>Notes:</i>				
9/9/22	Kindergarten teachers will conference with parents of students who are not meeting Kindergarten Readiness benchmarks.		Kelly Byrd-Johnson	11/22/2022
<i>Notes:</i>				
9/9/22	Teachers in Grades 3-4 will administer check in 2 in reading and math. Fifth grade teachers will administer reading, math, and science check in 2.		Hannah Wishon, Makayla Wellman, Vicki Reid	02/03/2023
<i>Notes:</i>				
9/9/22	Classroom teachers will analyze Check-in 2 data.		Jennifer Goforth	02/06/2023
<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.		Jennifer Goforth	05/31/2023
Actions			46 of 53 (87%)		
12/21/21	Teachers participating in LETRS training will attend Unit 2 PD		Complete 06/09/2022	Melissa Withers	06/09/2022
<i>Notes:</i>					
9/9/22	Teacher will participate in LETRS PD for Unit 3, Part 1.		Complete 08/23/2022	Jennifer Goforth	08/23/2022
<i>Notes:</i>					

9/9/22	Teachers participate in LETRS PD for Unit 3, Part 2.	Complete 09/14/2022	Jennifer Goforth	09/14/2022
<i>Notes:</i>				
9/15/22	Academic team members will work on the vertical alignment of math standards. They will analyze numbers in base ten standards (NBT) (Kindergarten CC) for each grade level and will create a list of common vocabulary and strategies to be used from Kindergarten to 5th grade.		Veronica Lechak	09/27/2022
<i>Notes:</i>				
9/9/22	Teachers will participate in LETRS PD for Unit 4, Part 1		Jennifer Goforth	10/05/2022
<i>Notes:</i>				
6/16/22	K-5 classroom teachers and leadership will analyze BOY data and determine gap areas and student needs.		Kelly Byrd-Johnson	10/07/2022
<i>Notes:</i>				
9/15/22	Academic team members will work on vertical alignment of math standards. They will analyze operations and algebra standards (OA) for each grade level and will create a list of common vocabulary and strategies to be used from Kindergarten to 5th grade.		Veronica Lechak	10/25/2022
<i>Notes:</i>				
9/15/22	Academic team will work on vertical alignment of math standards. They will analyze measurement standards (MD) for each grade level and will create a list of common vocabulary and strategies to be used from Kindergarten to 5th grade.		Veronica Lechak	11/15/2022
<i>Notes:</i>				
9/9/22	Teachers will participate in LETRS PD for Unit 4, Part 2.		Jennifer Goforth	12/07/2022
<i>Notes:</i>				
9/15/22	Academic team members will work on vertical alignment of math standards. They will analyze geometry standards (G) for each grade level and will create a list of common vocabulary and strategies to be used from Kindergarten to 5th grade.		Veronica Lechak	12/13/2022
<i>Notes:</i>				