

## Comprehensive Progress Report

**Mission:**

Our mission is to educate students to learn at the highest levels by providing a nurturing and respectful environment to maximize students growth and engagement.

**Vision:**

CES-Committed, Engage, Successful

**Goals:**

Every student in CES will have a personalized education.

In CES, every student, every day will have excellent educators.

Every student in CES will be healthy, safe, and responsible.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our teachers are using small groups within their core blocks to address students needs on a more personalized level. Teachers are expected each week to complete an ALL in Learning assessments (quick 5) in order to see students abilities on specific standards. Teachers also use iReady, mClass, CORE Phonics Survey, Hiding and Counting Assessments as well as 4.5 week common assessments and nine week assessments to address to students needs.	Limited Development 11/04/2022		
<i>How it will look when fully met:</i>		Each teacher would assess daily based on formative assessments, in order to adjust instruction within the week. Assessments could be observations, exit tickets, anecdotal notes, common assessment s(4.5 and nine weeks), district benchmarks. Teachers should be flexible based on their students.		Kimberly Whitehurst	06/01/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	11/4/22	Differentiation Professional Development with Dr. Dan Mulligan.		Kimberly Whitehurst	06/05/2024
	<i>Notes:</i>				
	11/4/22	Teachers will implement the Tier system within the classroom.		Lori Monaghan	06/05/2024
	<i>Notes:</i>				
	11/4/22	Teachers will implement differentiated lessons and provide daily interventions based on the student's data.		Kimberly Whitehurst	06/05/2024
	<i>Notes:</i> This will take place in WIN time and in small groups.				

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
<i>Initial Assessment:</i>		<p>The MTSS team at our school meets monthly to assess needs as reported by individual teachers across all grade levels. The team provides documentation and support for individual student interventions as well as whole school resources for teachers to access. School level representative will attend district MTSS planning each month.</p> <p>Our teachers have had two professional development sessions with Dr. Dan Mulligan regarding research-based strategies to help teachers plan for differentiation within the classroom (as of May 2021).</p>	Limited Development 10/11/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>All students will have interventions in place for all areas of academic concern. These interventions will be data driven and assessed regularly to insure student needs are met. Staff will use school wide forms to document needs as well as interventions. Placement of students within elevated tiers will be based upon data, response to interventions and team based decisions.</p> <p>Central Elementary School will show a 30% increase in the area of Math as measured by the North Carolina EOG by the end of the 2022-23 school year. Central Elementary School will show a 30% increase in the area of ELA/ Reading as measured by the North Carolina EOG Assessment.</p>		Lori Monaghan	05/27/2024
<i>Actions</i>			<b>3 of 6 (50%)</b>		
	10/11/16	MTSS team will create uniform documentation for all grade levels to use. This documentation will identify needs and interventions to be used for each student.	Complete 12/08/2017	Lori Monaghan	09/15/2017
<i>Notes:</i>		MTSS chairperson along with MTSS team members have provided school wide forms for interventions and strategies aligned with standards based instruction. All staff have been provided with training on how to use the documentation for each student effectively.			

9/18/17	Teachers will implement research based strategies and interventions to provide quality instruction to all students in any content area .	Complete 06/01/2022	Kimberly Whitehurst	06/01/2022
	<i>Notes:</i> 1. Teachers will create weekly differentiated lesson plans (shared with administration) using a school wide lesson plan template. 2. Teachers will incorporate many skills and research based strategies including the use of manipulatives, non-linguistic representation, similarities and differences, Marzano's 6-step vocabulary, summarizing and note taking.			
5/25/21	Teachers will implement a remediation/intervention time within the school day targeting reading and math support and extension.	Complete 06/01/2022	Kimberly Whitehurst	06/01/2022
	<i>Notes:</i> Two days a week will be set for reading remediation/intervention and another two days will be set for math remediation/intervention within the class/grade level.			
10/15/18	We will implement the new district MTSS procedures for all grade levels and for students of all ability levels.		Kimberly Whitehurst	06/01/2023
	<i>Notes:</i> The new district MTSS procedures are still in progress of implementation.			
5/6/19	Build teacher effectiveness by providing on going professional development focusing on (differentiation) research-based instructional strategies.		LaShekia Brothers	05/27/2024
	<i>Notes:</i> We will have Dr. Dan Mulligan to provide our teachers with differentiation support and Dr. Scales with writing support.			
5/25/21	Teachers will be provided with professional development regarding the writing process. Teachers will be expected to implement a school wide writing process starting with Kindergarten and Grade 1 in the 2021-2022 school year.		LaShekia J. Brothers	06/01/2024
	<i>Notes:</i> Kindergarten will have professional development as a grade level with Dr. Scales in the fall of 2021 and Grade 1 will have professional development as a grade level in the winter/spring of 2022. We will continue this process, where one grade level at a time is provided with professional development on the writing process to provide 1 on 1 instruction with our teachers.			
<b>Implementation:</b>				

<b>Evidence</b>	11/16/2016 We have MTSS data for all students that covers both behavioral as well as academic facets of student development. We have provided the staff with simplified documentation forms in an effort to streamline the process and make participation less burdensome. Finally, we have a team that is representative of our school as a whole that reviews the process and progress as we move forward.				
<b>Experience</b>	11/16/2016 CES has been diligent in the implementation and execution of an MTSS system that is functionable and real for our students while also providing teachers with resources and feedback to assess student growth.				
<b>Sustainability</b>	11/16/2016 We will need to continue to push each staff member to be diligent in the assessment of students as an ongoing process rather than a one and done event. We will also look to make the data more accessible to future teachers of the same student so that the transition from grade to grade will be simplified.				
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The guidance counselor is consistent in meeting with students, addressing issues when they arise, and providing classroom support. Social and Emotional professional development will be provided monthly to our staff.	Limited Development 09/18/2017			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	There will be an established schedule for classroom visits and interventions as provided by the guidance counselor.	<b>Objective Met 06/06/22</b>	<b>Rachel Davis</b>	<b>06/01/2022</b>	
<b>Actions</b>					
9/18/17	Establish a classroom visitation schedule that supports student learning and address their behavioral and emotional needs.	Complete 09/16/2019	Rachel Davis	09/15/2019	
	<i>Notes:</i> This schedule is subject to change based on student needs.				
9/18/17	The guidance counselor will create targeted groups for specific student emotional needs.	Complete 09/16/2019	Rachel Davis	09/15/2019	
	<i>Notes:</i> Schedule is subject to change based on student needs.				
5/7/19	SRSS will be reviewed after quarterly completion during PLC. Any students in red or yellow will receive an intervention plan.	Complete 06/01/2023	Rachel Davis	06/01/2022	
	<i>Notes:</i>				

	2/1/21	Professional development will be provided by Dr. Henderschott to our staff.	Complete 06/01/2022	Rachel Davis	06/01/2022
	<i>Notes:</i>				
	5/7/19	Implement the SRSS (Student Risk Screening Scale) and have each homeroom teacher evaluate students quarterly.	Complete 06/01/2023	Rachel Davis	06/01/2023
	<i>Notes:</i> Mrs. Davis will continue to implement SRSS during the 2022 - 2023 school year.				
<b>Implementation:</b>			06/06/2022		
<b>Evidence</b>		10/30/2017 Counselor's schedule is provided to all staff and shared with administration.			
<b>Experience</b>		10/30/2017 Mrs. Marino has established and shared a schedule for student intervention and classroom lessons.			
<b>Sustainability</b>		10/30/2017 Continue to follow the schedule as provided by Mrs. Marinol			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We are doing monthly SEL lessons and Professional Development (Mr. Ervin Jones). Mrs. Davis our school counselor provide opportunities for grade level transition (example: Pre-K to Kindergarten and 5th to 6th). At the beginning of the year the grade levels take a tour of the school to make sure all students are aware of their surroundings.	Limited Development 11/04/2022		
<b>How it will look when fully met:</b>		We plan to have cross-curriculum planning days set within the school year, for teachers to see how standards progress. We would like to also have a transitional day in May for our students to visit and prepare them for their up coming.		<b>Elizabeth Jordan</b>	<b>06/05/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	11/4/22	Our instructional team will create a schedule for cross-curriculum planning within the school year. This will help teachers understand the importance of teaching grade level standards. We would like to have one each semester.		Elizabeth Jordan	06/05/2024
	<i>Notes:</i>				
	11/4/22	We will have a Title I night where we are providing our families with expectations for the next grade level. This will be at the end of the school year.		Verdonna Ashley	06/05/2024
	<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>		Our School Improvement Team meets twice a month to discuss school concerns, events, budget, and data. We have an agenda an representation from each grade level/support staff. We have a note taker who sends the notes from the meeting to our process manager who will upload our notes into indistar.	Limited Development 11/04/2022		
<i>How it will look when fully met:</i>		We will continue to meet twice a month to discuss school concerns, events, budget, and data. We plan to also review our indicators monthly to assess our progress. We also are in the process of attaining a parent presentative to help better serve our parents and community.		Verdonna Ashley	06/06/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	11/4/22	We will review data monthly data (academic and behavior data).		Verdonna Ashley	05/06/2023
	<i>Notes:</i>				
	11/4/22	Attain a parent representative for our team who will attend monthly.		Verdonna Ashley	06/05/2023
	<i>Notes:</i>				
	11/4/22	Our school improvement team will discuss professional development that relates to our schools needs.		Elizabeth Jordan	06/05/2023
	<i>Notes:</i>				
	11/4/22	We will continue to monitor programs and items purchased via Title I. We will make sure to evaluate the effectiveness of these programs and items throughout the year.		Elizabeth Jordan	06/05/2023
	<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
<i>Initial Assessment:</i>		Each teacher has a student profile sheet that addresses all areas of academics including behavior and attendance. This helps teachers know if students have grown or is stagnant in their learning. A spreadsheet is also shared among the leadership team that includes all data from iReady, mClass, and NC Check-ins. This allows us to understand and identify areas of needs within the building. This is addresses at our SIT meetings.	Limited Development 11/04/2022		
<i>How it will look when fully met:</i>		We plan to start a data wall where teachers have individual student data cards that we will manipulative throughout the year that shows the progress of students proficiency levels across Core content areas. This data will inform us of where our pockets of concerns and strengths are and how to move forward.		Elizabeth Jordan	06/05/2024
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	11/4/22	The instructional coach and admin team will work with teachers to analyze their data. To teach them how to use it to drive instruction.		Elizabeth Jordan	06/05/2024
<i>Notes:</i>					
	11/4/22	Grade levels will work together to create common assessments for their students.		Elizabeth Jordan	06/05/2024
<i>Notes:</i>					
	11/4/22	Teachers will provide their weekly lessons the week before. The admin team will review and provide feedback weekly to insure that small group instruction and WIN instruction is intentional.		Elizabeth Jordan	06/05/2024
<i>Notes:</i>					
	11/4/22	Teachers will assess weekly based on skills and standards taught in order to adjust their lessons according.		Elizabeth Jordan	06/05/2024
<i>Notes:</i>					
	11/4/22	The data wall will be adjusted based on data each nine weeks based on students performance.		Elizabeth Jordan	06/05/2024



Notes:

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Facilities and technology</b>			
	<b>D2.05</b>	<b>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We currently have thermal thermometers at each entrance into the building. Sanitation stations are ready in each room and down the hallways for sanitizing throughout the day. Each staff member and child is expected to wear a mask all day, with the expectation of eating (with a 15 minute eating time limit). We have also created a Staff Handbook with procedures and protocols during hybrid learning.	Limited Development 12/07/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		<p>This objective when fully met our staff and students will have adhered to our procedures and protocols that have been set in place. This is a goal that will continue throughout the school year as hybrid learning during COVID-19 is learning process for us all. For this goal to be fully met our staff and students will run through procedures quickly, safely and appropriately.</p> <p>Administration will monitor the hallways, classrooms as well as the virtual classrooms to make anecdotal notes of what is taking place in the classrooms and making sure that teachers as well as students are adhering to our expectations.</p>	<b>Objective Met 06/01/21</b>	<b>Kimberly Whitehurst</b>	<b>05/28/2021</b>
<b>Actions</b>					
	12/7/20	Administration will make walkthroughs each week virtually and face-to-face.	Complete 05/28/2021	Kimberly Whitehurst	05/28/2021
	<i>Notes:</i>				
	12/7/20	Guidance Counselor will maintain a relationship with students through weekly checkins, monthly class lessons as well as small groups.	Complete 05/28/2021	Rachel Davis	05/28/2021
	<i>Notes:</i>				
<b>Implementation:</b>			06/01/2021		
<b>Evidence</b>		6/1/2021			
<b>Experience</b>		6/1/2021			

<i>Sustainability</i>	6/1/2021			
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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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
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<i>Initial Assessment:</i>	The school communicates with parents about all major academic events. We also provide periodic updates to student progress in all areas via progress reports, report cards, and parent conferences. We also have Title I nights regularly throughout the year to inform parents of what is going on in school.	Limited Development 10/11/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<i>How it will look when fully met:</i>	Parents will be fully aware and engaged in the academic progress and success of their student(s). The communication between parent and school will be effective and efficient in addressing the needs of all students. We will have Title I events where families are invited to attend and learn more about the school and the content being addressed within their classrooms.		<b>LaShekia Brothers</b>	<b>06/06/2023</b>
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<b>Actions</b>		<b>6 of 9 (67%)</b>		
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10/11/16	An established schedule of progress reports and report cards will be followed by each staff member to inform parents on a predictable basis about the progress of their student.	Complete 10/11/2016	Mickey Drew	10/11/2016
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<i>Notes:</i>	We are following the district schedule for report cards and progress reports. Each classroom also has a communication system specifically for parents that include online, phone, email, and hard copy components. We also have regularly schedule parent conferences for all students in all grade levels.			
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10/11/16	School will provide a monthly newsletter to address reading strategies and engagement for parents to use at home. The newsletters will provide a common set of practices that can be used at home and school.	Complete 11/28/2016	Mickey Drew	11/18/2016
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<i>Notes:</i>	This newsletter will begin in December. It will be provided to all students in all grade levels.			
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9/18/17	Establish a parent involvement committee to help improve parental involvement in student learning.	Complete 10/30/2017	Elizabeth Leary	09/18/2017
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	<i>Notes:</i>			
9/18/17	Schedule multiple Title 1 parent events during the school day to allow parents with nontraditional work schedules to attend these events.	Complete 01/22/2018	Mickey Drew	11/10/2017
	<i>Notes:</i>			
2/1/21	Central Elementary School will implement specific days and times where families are welcome into the building to enjoy time with their child as well as benefit from educational information given by instructional staff members as well as administration.	Complete 12/01/2021	Sammy Fudge	11/30/2021
	<i>Notes:</i> Hold twice per year, Donut's for Dads and Muffins for Moms. Hold quarterly Principal Talks with Parents. Implement a Grandparent Luncheon along with a Family Fun/Movie Night. Parent and Family Engagement workshops will be held quarterly throughout the year.			
2/1/21	Hold quarterly Honor Roll assemblies for Grades 3-5 in which parents are invited to attend	Complete 06/01/2022	Kimberly Whitehurst	05/27/2022
	<i>Notes:</i> Due to the pandemic, CES was able to hold one End-of-year assembly that incorporated honor roll/student recognition. This will be revisited during the 2022-2023 academic year.			
11/4/22	Hold PBIS Celebrations for students where positive behavior is praised and supported.		Kimberly Whitehurst	06/06/2023
	<i>Notes:</i>			
11/4/22	The school will provide Title I events for parents to learn more about Title I and school and classroom information.		Kimberly Whitehurst	06/05/2024
	<i>Notes:</i>			
11/4/22	Families will be informed of all events and important school information via ParentSquare, Email and other ways of communication.		Kimberly Whitehurst	06/05/2024
	<i>Notes:</i>			
<b>Implementation:</b>		06/06/2022		
<b>Evidence</b>	11/30/2016 We have established weekly updates for parents via emails that are recieved the Friday before events will take place. We will also begin distribution of Home Connect newsletters with a focus on reading in January.			

<p><b><i>Experience</i></b></p>	<p>11/30/2016  We have had better parent involvement in school activities. We have also had less complaints from our community about lack of awareness since we have begun the weekly update. The reading newsletter was well received last year and we anticipate a similar response this year.</p>			
<p><b><i>Sustainability</i></b></p>	<p>11/30/2016  We will need to continuously update and refresh the weekly newsletter of school events. We will also need to provide some parental assistance in order to make the reading newsletter have a greater impact.</p>			