

## 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
	<b>Initial Assessment:</b>	<p>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 nine week assessments to address to students needs.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%. Teacher effectiveness will improve because of walk-throughs, observation feedback, and student performance.</p> <p>Dr. Mulligan will provide intensive PDP training on small group instruction which will increase teacher effectiveness by aligning activities and by narrowing the focus that are geared toward knowledge and high yield strategies to increase our student proficiently on standards that are taught to our students.</p>	Limited Development 11/04/2022		
	<b>How it will look when fully met:</b>	<p>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 assessments, district benchmarks. Teachers should be flexible based on their students.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6%, and Science by 32.1%. Teacher effectiveness will improve because of walk-throughs, observation feedback, and student performance.</p> <p>Teachers will need feedback on lessons, assistance with analyzing data, and training with horizontal planning. This will improve teacher effectiveness because teachers will feel more confident in the delivery of instruction which will impact teaching and learning. It will be measured through feedback and student performance on assessments.</p>		Kimberly Whitehurst	06/07/2024
	<b>Actions</b>		0 of 4 (0%)		
	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.			
9/25/23	Teacher led PLC's that are data driven to discuss mastery of standards.		Kimberly Whitehurst 06/05/2024
<i>Notes:</i>			

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>		We are using ECPPS pacing guides that were created by teachers and revised by teacher leaders from each school. Those pacing guides are currently being used by every grade level and content area to determine when skills are taught and determines when objectives are assessed using benchmarks.	No Development 03/13/2023		
<i>How it will look when fully met:</i>		<p>ECPPS has newly revised district pacing guides for ELA, Math and Science. All staff will receive copies of their grade level pacing guides to use as a guide for creating lesson plans. Staff will upload lesson plans, based on the pacing guides, to Canvas where Admin will have access. The notebooks or folders where pacing guides are stored will not be collected so that staff can have access to them during the summer months.</p> <p>Instructional teams will meet to create instructional units that will be utilized for instruction across the grade level/content area. Those units will include pre- and post-assessments, and instruction that includes enhanced learning as well as differentiated learning activities. Teachers will also participate in district horizontal planning sessions where resources will be compiled for teacher use.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%.Teacher effectiveness will improve because teachers will receive content support in all core subjects and will have access to the same resources as other teachers in their grade level.</p>		LaShekia Brothers	06/08/2024
<i>Actions</i>			<b>1 of 4 (25%)</b>		
	3/27/23	Staff will be provided copies of district pacing guides.	Complete 06/02/2023	Elizabeth Jordan	06/02/2023
	<i>Notes:</i>	Staff will be provided a copy of the district pacing guides as well as access to a digital copy.			
	3/27/23	Staff will participate in planning sessions.		LaShekia Brothers	06/07/2024
	<i>Notes:</i>	Staff have weekly PLCs where they sit down with their pacing guides and standards and create lesson plans.			

3/27/23	Staff will upload lesson plans to shared drive or Canvas and begin to group them into units.		LaShekia Brothers	06/08/2024
<i>Notes:</i>				
3/27/23	Staff will work with the Leadership Team to create pre-and post-assessments for each unit.		Kimberly Whitehurst	06/08/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

	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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<b>Initial Assessment:</b>	<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). They will continue to receive training from Dr. Mulligan on how to differentiate instruction and provide effective small group instruction.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%. Teacher effectiveness will improve because teachers will receive content support in all core subjects and build teacher capacity with incorporating research-based strategies in instruction.</p>	Limited Development 10/11/2016		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<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>Teachers will continue to receive training from Dr. Mulligan on how to differentiate instruction and provide effective small group instruction.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%.Teacher effectiveness will improve because teachers will receive content support in all core subjects and build teacher capacity with incorporating research-based strategies in instruction.</p>		Lori Monaghan	05/27/2024
<b>Actions</b>		<b>4 of 6 (67%)</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.			
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.			
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.			
10/15/18	We will implement the new district MTSS procedures for all grade levels and for students of all ability levels.	Complete 06/01/2023	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 and other local resources to provide our teachers with differentiation and 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 2023-2024 school year.		LaShekia 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 09/25/23</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>		09/25/2023		
<b>Evidence</b>	10/30/2017 Counselor's schedule is provided to all staff and shared with administration. 9/25/2023 Mrs. Davis provides teachers and administration with an SEL schedule.			
<b>Experience</b>	10/30/2017 Mrs. Marino has established and shared a schedule for student intervention and classroom lessons. 9/25/2023 Mrs. Davis regularly visits classrooms and provides lesson on SEL to support the needs of students. She has also created Calming Corners in classrooms in the building.			
<b>Sustainability</b>	10/30/2017 Continue to follow the schedule as provided by Mrs. Marinol 9/25/2023 Mrs. Davis will continue to visit classrooms on a schedule and provide SEL support.			

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We are doing monthly SEL lessons and Professional Development. Mrs. Davis our school counselor provide opportunities for grade level transition. 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. We will plan to have Title 1 Events to inform parents about their students future grade. we also provide a summer academy for kindergarten parents where they can ask questions to teachers.</p> <p>We will plan to have Title 1 Events to inform parents about their students future grade. We also provide a summer academy for kindergarten parents where they can ask questions to teachers. This will improve student achievement allowing students to become familiar with their next grade level and the expectations.</p>	Limited Development 11/04/2022		
<i>How it will look when fully met:</i>			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.		Rachel Davis	06/05/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	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>						

9/29/23	Students in grades 5 will visit their future 6th grade school to learn about the expectation.		Rachel Davis	06/10/2024
<i>Notes:</i>				
9/29/23	Students in Pre-K will visit Kindergarten classrooms to learn about the expectations for Kindergarten.		Rachel Davis	06/10/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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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
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<b>Initial Assessment:</b>	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		
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<b>How it will look when fully met:</b>	<p>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.</p> <p>The goal is that the implementation of these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%.Teacher effectiveness will improve because teachers will receive content support in all core subjects. The School Improvement Team will maintain a focus on how to improve instruction in all core classes.</p>		Verdonna Ashley	06/06/2024
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<b>Actions</b>		<b>0 of 4 (0%)</b>		
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11/4/22	Attain a parent representative for our team who will attend monthly.		Verdonna Ashley	06/10/2024
<i>Notes:</i>				
11/4/22	Our school improvement team will discuss professional development that relates to our schools needs.		Kimberly Whitehurst	06/10/2024
<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.		Kimberly Whitehurst	06/10/2024
<i>Notes:</i>				
11/4/22	We will review data monthly data (academic and behavior data).		Verdonna Ashley	06/10/2025
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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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>		Teachers currently have a common planning period daily. The master schedule was established and a weekly PLC schedule is shared with staff. This was implemented on February 21, 2023. Grade level teams are expected to take minutes during PLCs. Those documents (minutes) are shared with the Administrative Team. Teacher Leaders are aware of their expectations for their positions. The policies and procedures and expectations of teams are outlined in our Central Elementary School Handbook that was reviewed at the beginning of the school year. It is also revisited and revised as necessary. The handbook for the 2023-2024 school year will be reviewed and revised during the April meeting. Staff are rewarded trade off time when they serve on various teams that meet beyond regular school hours.	Limited Development 03/13/2023		
<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>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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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
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<b>Initial Assessment:</b>	Feedback is given to teachers electronically and verbally. The principal and assistant principal conduct multiple walk-throughs weekly. The walk-throughs provide teachers with suggestions to make lesson better as well as thought provoking questions for teacher reflection. The document that is used will be reviewed by the team prior to the 2023-2024 school year.	Full Implementation 03/13/2023		
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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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
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<b>Initial Assessment:</b>	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 addressed at our SIT meetings.	Limited Development 11/04/2022		
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<b>How it will look when fully met:</b>	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
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<b>Actions</b>		<b>0 of 5 (0%)</b>		
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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.		Kimberly Whitehurst	06/05/2024
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<i>Notes:</i>				
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11/4/22	Grade levels will work together to create common assessments for their students.		Alexander Stanley	06/05/2024
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<i>Notes:</i>				
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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.		Tishania Tatem	06/05/2024
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<i>Notes:</i>				
11/4/22	Teachers will assess weekly based on skills and standards taught in order to adjust their lessons according.		Stacia Baugh	06/05/2024
<i>Notes:</i>				
11/4/22	The data wall will be adjusted based on students' performance of each standard that is taught.		Alicia Billups	06/05/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			There is a clear and established system for evaluating staff. However, there are no established procedures for recruiting, rewarding, and replacing staff at the school level. Selecting candidates for hiring is school-based. The district currently offers a sign-on bonus. District representatives attend various recruitment opportunities including job fairs to recruit teachers.	Full Implementation 03/13/2023		

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>		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		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>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. We will also hold meetings during the day at least once a semester where family members will come in to learn about how to support their students with learning.</p> <p>The goal is that these instructional strategies will increase students' performance measures in ELA by 35.7%, Math by 31.6% , and Science by 32.1%. Teacher effectiveness will improve because of walk-throughs, observation feedback, and student performance.</p>		LaShekia Brothers	06/08/2024
<i>Actions</i>			<b>7 of 11 (64%)</b>		
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
<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.					
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



	<i>Notes:</i> This newsletter will begin in December. It will be provided to all students in all grade levels.			
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
	<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.	Complete 06/06/2023	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.		LaShekia Brothers	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.		LaShekia Brothers	06/05/2024
	<i>Notes:</i>			
3/27/23	All parents must sign up for a conference to receive their child's first report card and to discuss their child's beginning of the year benchmarks.		LaShekia Brothers	06/08/2024
	<i>Notes:</i>			

3/27/23	At the beginning of the year, parents receive a digital copy of the Parent/Student Handbook. Central Elementary School has created a Title 1 Compact that is shared with parents during their first parent conference. The compact consists of the expectations for the school, parents, and the students in order to ensure student success.		Dina Hansen	06/08/2024
<i>Notes:</i> Compacts will be reviewed each semester.				
<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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			