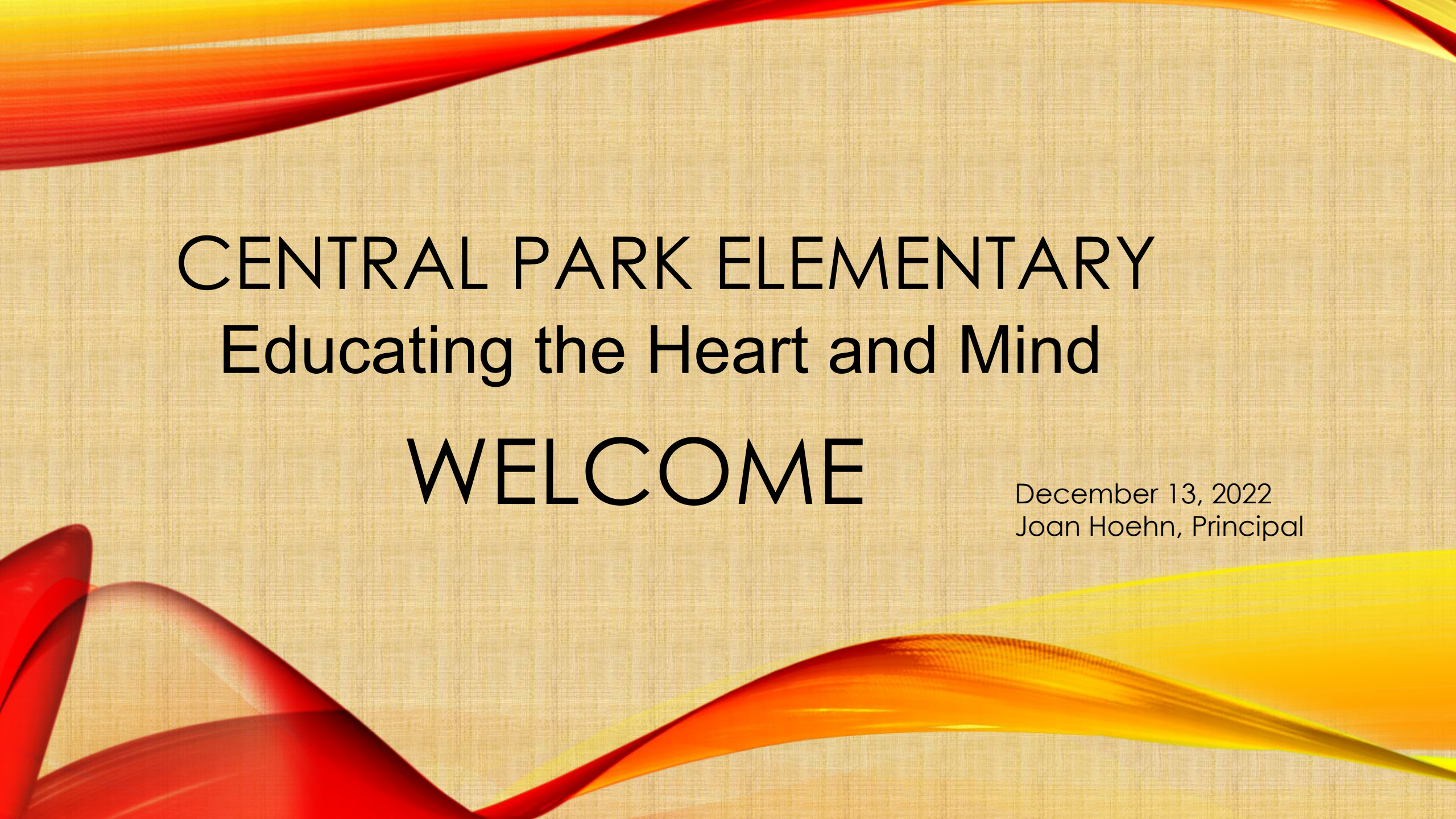




CENTRAL PARK ELEMENTARY

Educating the Heart and Mind

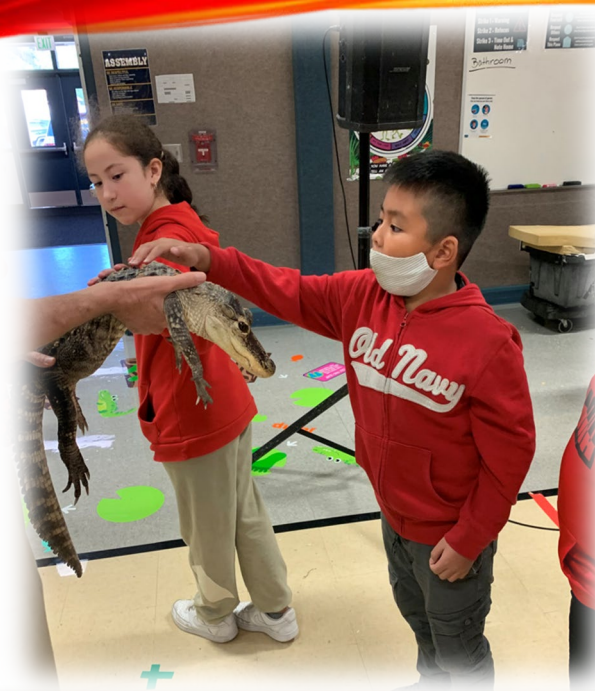
WELCOME

December 13, 2022
Joan Hoehn, Principal

ASSEMBLY



Last year April As of December 2022
129 students 127 students
5% EL 6% EL
12% Spec Ed 19% Spec Ed
2% Hi-Cap 2% Hi-Cap
100% Awesome Students



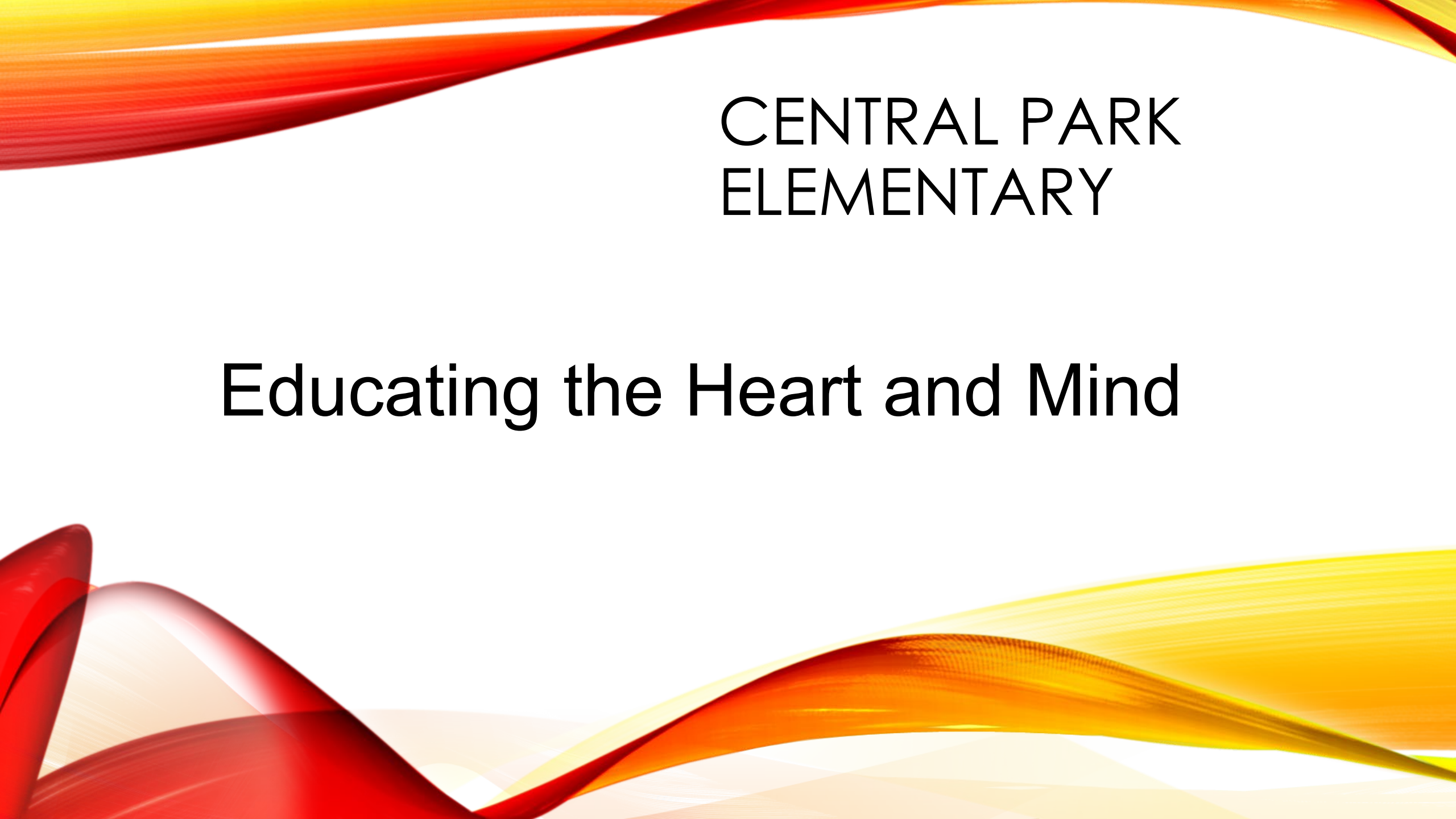
STATS



WE ARE FAMILY

- Outstanding Qualities:
 - Students and families
 - Staff share all students
 - Staff support each other; flexible, cross-trained, do multiple jobs
 - Others share with us



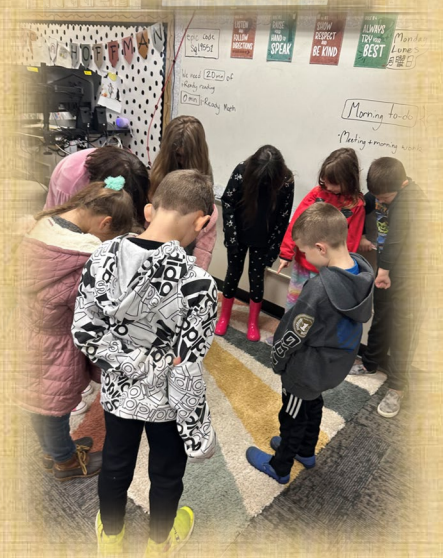


CENTRAL PARK ELEMENTARY

Educating the Heart and Mind

EDUCATING THE HEART

- Belonging
 - Kindness week
 - Rewarding good citizenship – monthly
 - Caught being good PAWs and PBIS Rewards
 - Thankfulness
 - Sharing and Caring
 - Buddy bench
 - Foodball
 - Spirt week
 - Bear breathing – caring for ourselves and others
 - Social Emotional – Kelso's Choice & Second Steps
- Working together - Learning is fun & good for your heart



SOCIAL EMOTIONAL AND RELATIONSHIPS

Building relationships - RCL

Second Steps & Kelso's Choice

Learning to Self Regulate



LEARNING BY DOING





EDUCATING THE HEART

Student demonstrates CORE SEL competencies (PANORAMA - Student Perception Survey) 3rd – 5th

Supportive Relationships	86%	Have an adult in that they could count on to help
Social Awareness	66%	Some students lack skills to stand up for themselves
Self-Management	63%	Students need skills so they are able to ignore distractions nor remain calm when others are bothering them
Classroom Effort	62%	Students reported it was hard for them to get involved in discussions during class
Positive Feelings	59%	Students need to feel loved and to belong
Growth Mindset	49%	Students found it easy to give up
Self-Efficacy	50%	There is a need to building self esteem and build student confidence
Challenging Feelings	49%	Students feel mad:sometimes, frequently & almost always 55% of students
Emotion Regulation	37%	24/68 can stay relaxed when someone around then is angry; Students need to understand feelings; PD 10/31 Zones of regulation

SEL Data

SCHOOL SUMMARY REPORT - Panorama Student Survey

We now know: Our students need love and attention; some had no one they felt comfortable confiding in

Patterns indicate that students displaying behavior concerns need their needs met: SEL teach, reteach and/or intervention plans; check-ins; parent contacts; counseling referrals, SEL in IEPs; Self-regulation; build relationships

Research-based best practice interventions: Meet & greet; Relationship Centered Learning; 2 x 10 relationship building (for 10 days talk with a student – not about school: likes, dislikes, families, pets)

Demographic information: Males vs Females; CP has a higher percent of males

Actions: Staff meeting check-ins for RCL: use 2nd step & Kelso lessons; check-in; implementation of art, calm-breathing, nature, and develop intervention plans

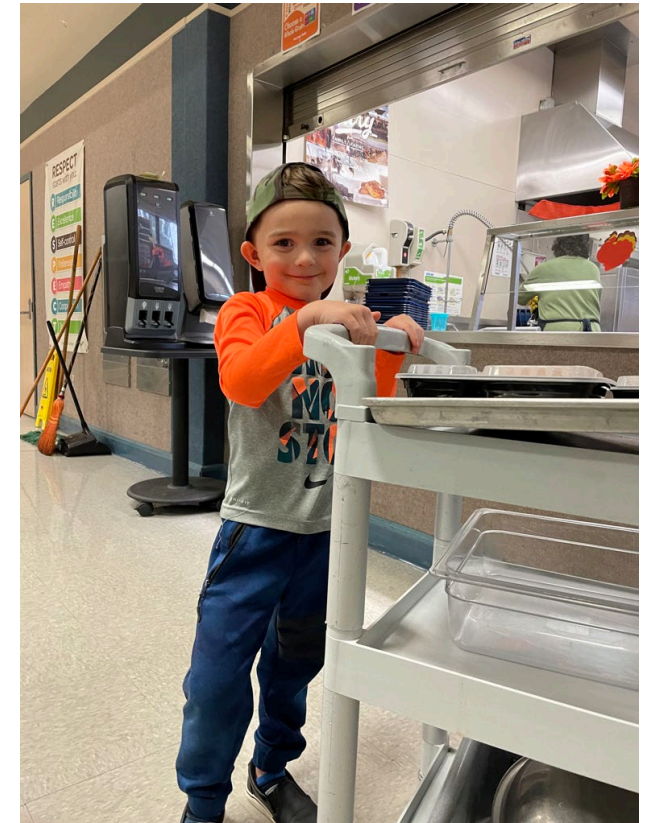
EDUCATING THE MIND

- SY 2022-2023 SMARTIE Goal #1: Central Park School, grades 1-5, will demonstrate a minimum of 15% improvement. Students will increase the overall schoolwide grade level reading percentage by 15% measured by I-Ready as compared from Fall 2022 to Spring 2023 assessment.
- **Interventions and Instruction to make these goals:**
 - 20 minutes a day on I-Ready
 - MTSS groupings
 - WIN time – 30 minutes
 - Teachers reteach as needed
 - 21th Century After school program



EDUCATING THE MIND

- SY 2022-2023 SMARTIE Goal #2: 2nd grade will implement practices or strategies for reading from September 1, 2022 June 1, 2023 focusing on reading areas identified as assessed on I-Ready impacting student success with a 15% increase
- **Interventions and Instruction to make these goals:**
 - 20 minutes a day on I-Ready
 - MTSS groupings
 - WIN Time 30 minutes a day
 - Teachers reteach as needed



EDUCATING THE MIND

- SY 2022-2023 SMARTIE Goal #3: Goal: By June 2023, **15%** of students that have been identified to receive MTSS support and that are at least one grade level below standard in Fall 2022, will improve their reading scores one grade level as measured by I-Ready diagnostic assessment by Spring 2023.
- **Interventions and Instruction to make these goals:**
 - **MTSS groupings**
 - **Support Self Regulation skills**
 - **Support Belonging**
 - **Social Emotional lessons**
 - **Cougar Club – GHCF grant**
 - **An uptick in student and family counseling needs**



ACADEMIC DATA

Universal Screeners – i-Ready Reading & Math

Fall Assessment data: Reading

36 students are on or above level in reading

53 students are 1 grade level below

25 students are 2 grade levels below

12 students are 3 or more grade levels below

3rd grade 8 students on grade level; 3 students are 1 grade level below, 12 students are 2 grade levels below, 4 students are 2 students or more grade levels below (1 IEP)

Learning gap: Out of the 90 students that are not at level - We are serving 48 students in our MTSS programs and supporting others in small groups instruction in classrooms

We are addressing achievement gaps by: Double dose instruction and reteach; with a goal of I-Ready Reading for 20 minutes/day, WIN time

Research-based best practice interventions: Before & after school program - Y Mentors - LAP - 7 students are EL & MTSS; Family night/engagement; this fall - reteach at the beginning of year; differential instruction

Demographic information: 57% white; 42% Female 58% Male; attendance of other races is lower than white: 26% white were are in critical level vs. 38% critical level of other races

Actions: Coach teachers on how to develop supporting small group instruction (WIN or Walk to read model); show resources and targeted instruction; Haggerty

ACADEMIC DATA

Universal Screeners – i-Ready Math

- Math
- 16 above/on (2 students in hi-cap)
- 69 students are 1 grade level below
- 27 students are 2 grade levels below
- 13 students are 3 or more grade levels below
- Out of the 109 students - needing support we are serving 6 students in our MTSS programs and supporting others in small groups instruction in classrooms
- For achievement gaps our goals are to: Double dose and reteach; work towards I-Ready Math (20mins a day)
- Interventions: Before & after school program - Family night/engagement; Fall - reteach at the beginning of year (delayed start of Snappet in K&1st in the fall for review) and provided instruction at student level
- Demographic information: 57% white; 42% Female 58% Male; attendance of other races is lower than white: 26% white were are in critical level vs. 38% critical level of other races
- Actions: Coach teachers on how to develop supporting small group instruction; show resources and targeted instruction

ACTION PLAN

EDUCATING THE HEART AND MIND

Recap:

Plan of Action: Area	What	Short term	Long term
CP: MTSS/Academic	Meet with teachers more than once each assessment time & build student self confidence	Support small group instruction for students not receiving MTSS support; WIN time (What I Need)	Move toward a walk to read model
CP: Behavior	Reduce # of referrals by supporting students and staff with strategies	Continue to incorporate: Relationship Centered Learning in classrooms; add check-outs; intervention plans as needed; teach students to ask for help and zone regulation	Provide professional development for staff for zone regulation and teach zone regulation to students; Develop intervention plans and track when needed
CP: SEL	Each student has a staff member they can talk to & calming/relaxing strategies; focus and mindset	Staff meeting check-ins for RCL use; 2nd step & Kelso lesson check-in; implementation of art & calm-breathing; nature; develop intervention plans if needed	Add more positive, fun activities for staff and students to develop a positive culture for staff and students; add 2 x 10 for students (staff check in with 2 students for 10 minutes a day)

Self-Regulation

High Emotional Intelligence

Promotes optimistic point of view.

Reacts to hurt by processing feelings.

Is emotionally resilient.

Low Emotional Intelligence

Lets negative feelings dominate.

Reacts to hurt with physical violence.

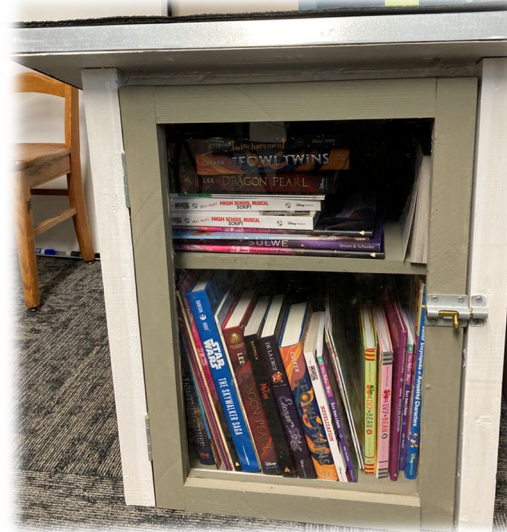
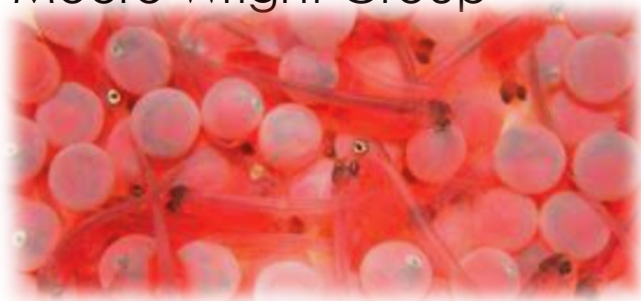
Carries grudge and is unforgiving.



COMMUNITY INVOLVEMENT



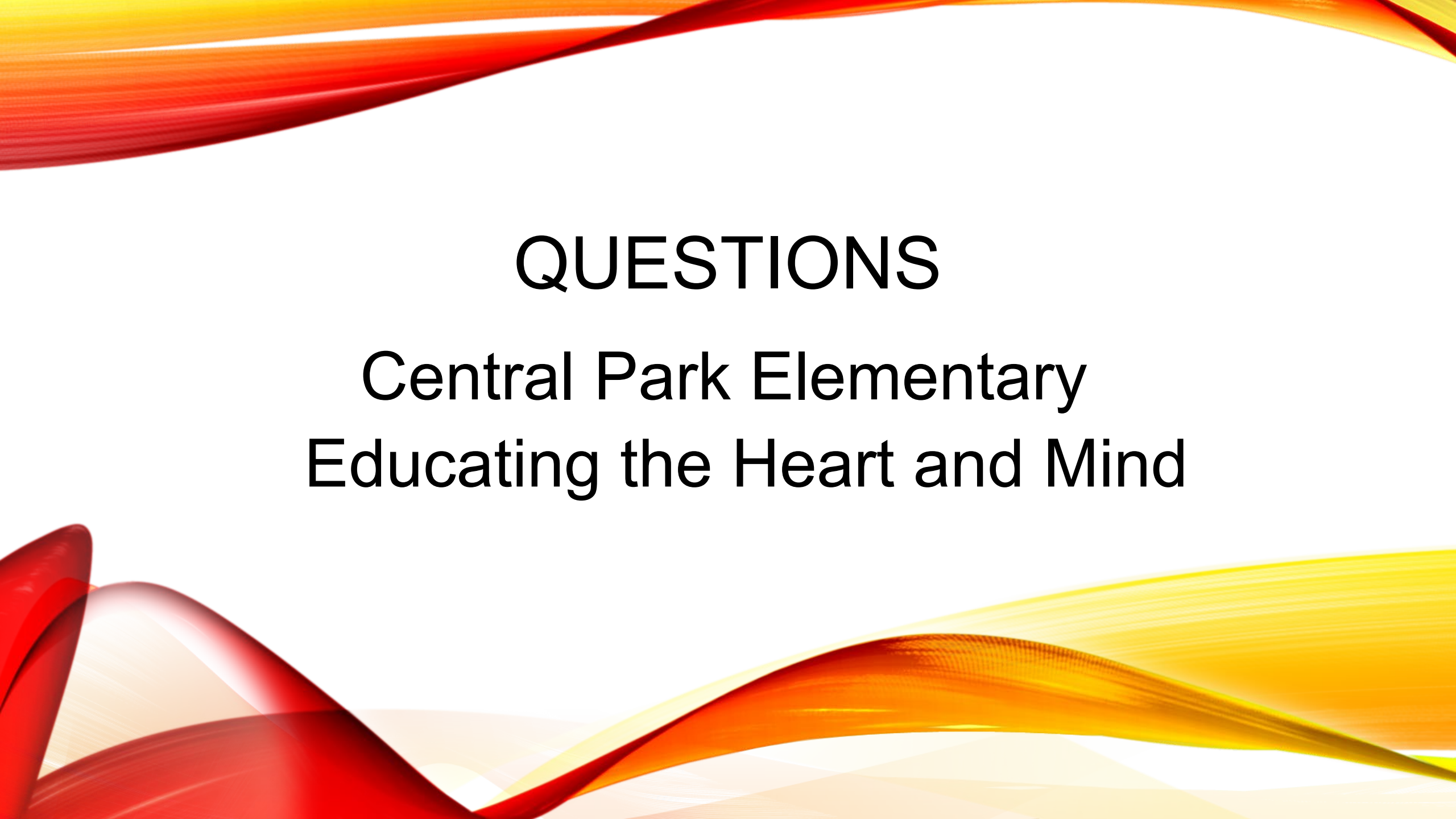
Grays Harbor Community Foundation
Central Park PTO
Grays Harbor Fire Department
Grays Harbor Stream Team
Aberdeen Rotary Club
Aberdeen High School Woodshop
Dennis Company
Five Star
Moore Wright Group





FAMILY INVOLVEMENT





QUESTIONS

Central Park Elementary
Educating the Heart and Mind