

## 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 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 5/30/2026, Central Elementary will improve EOG math percent proficiency from 71% to 78% based on 2026 EOGs. Central will also improve EOG reading percent proficiency from 61% to 68% based on 2026 EOGs. A.4.01 Target Goal By 5/30/2025, Central Elementary will improve EOG math percent proficiency from 71% to 75% based on the 2025 EOGs. Central will also improve EOG reading percent proficiency from 61% to 65% based on 2024 EOGs.

G 2.01 Strategic Goal By 5/30/2026 Central will improve parent/school communication from 75% to 85% based on the climate survey. G 2.01 Target Goal 5/30/2025 Central will improve parent/school communication from 75% to 80% based on the climate survey.

C.2.01 Strategic Goal - By 5/30/2026 Central Elementary will decrease the percentage of teachers asking for multilingual professional development from 33% to 20% based on the NC Teacher Working Conditions Survey and school needs survey. Target Goal By 5/30/2025 Central Elementary will decrease the percentage of teachers asking for multilingual professional development from 33% to 25% based on the NC Teacher Working Conditions Survey and school needs survey. Strategic Goal - By 5/30/2026 Central Elementary will decrease the percentage of teachers asking for professional development to address the behaviors of special populations from 25 to 15% based on the NC Teacher Working Conditions Survey. Target Goal By 5/30/2025 Central Elementary will decrease the percentage of teachers asking for professional to address the behaviors of special populations from 25% to 20% based on the NC Teacher Working Conditions Survey and school needs survey.



Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>How it will look when fully met:</b>		Professional development will be based on information gathered from survey analysis, the increase in the number of students diagnosed with autism, and the increase in the number of new multilingual learners. Professional Development will be provided on Early Release Days, Workdays, or after school. Data will then be reviewed to see if school-wide improvement has occurred.		Jennifer Goforth	05/21/2025
<b>Actions</b>			<b>76 of 93 (82%)</b>		
	8/21/24	Implement Master Schedule in all grade levels.	Complete 09/10/2024	Kelly Byrd-Johnson, Jennifer Goforth	08/23/2024
	<i>Notes:</i>				
	8/21/24	Implement Magnetic Reading in Grade 2.	Complete 09/10/2024	Margaret Kincaid	08/26/2024
	<i>Notes:</i>				
	8/21/24	Implement Bridges Core in grades K,1,2, and 4. Implement Number Corner in 3rd grade.	Complete 09/10/2024	Jennifer Goforth, Kelly Byrd-Johnson	09/09/2024
	<i>Notes:</i>				
	8/19/24	LETRS cohorts 3 and 4 continue LETRS professional development.	Complete 09/11/2024	Jennifer Goforth	09/11/2024
	<i>Notes:</i>				
	9/17/24	English as a Second Language teacher will provide staff development on WEIDA and screeners used by ESL department.	Complete 09/18/2024	Kelly Byrd-Johnson	09/18/2024
	<i>Notes:</i>				
	8/21/24	Leadership will conduct Classroom Walk Throughs during Second Grade Reading Time looking for implementation fidelity. Curriculum will be discussed at weekly planning meetings.		Kelly Byrd-Johnson, Jennifer Goforth	09/27/2024
	<i>Notes:</i>				
	8/21/24	Leadership will conduct Classroom Walk Throughs during Math Instruction to insure fidelity in the implementation of Bridges and Number Corner.		Kelly Byrd-Johnson, Jennifer Goforth	09/27/2024

	<i>Notes:</i>			
8/21/24	In PLC use the "LETRS Look Fors" and "Connecting LETRS to Dibels" to discuss LETRS implementation,.		Jennifer Goforth	09/27/2024
	<i>Notes:</i>			
8/21/24	Leadership conducts Classroom Walk Throughs during Reading Instruction weekly looking for LETRS strategies begin used. If leadership does not see LETRS strategies being used, we will provide coaching on LETRS strategies and possibly modeling.		Jennifer Goforth	09/27/2024
	<i>Notes:</i>			
9/18/24	Instrustional Facilitator will lead Extended PLC for data discussion and creating next steps.		Jennifer Goforth	10/30/2024
	<i>Notes:</i>			
8/19/24	Work with EL department to provide staff development for teachers of multilingual learners.		Kelly Byrd-Johnson	12/20/2024
	<i>Notes:</i>			
8/19/24	Work with EC department to gain access to and provide staff development on strategies to support students with autism.		Kelly Byrd-Johnson	12/20/2024
	<i>Notes:</i>			
9/18/24	Instructional Facilitator will lead Extended PLC for data discussion and creating next steps.		Jennifer Goforth	01/22/2025
	<i>Notes:</i>			
8/21/24	Leadership will conduct Classroom Walk Throughs looking for strategies being implemented from Multilingual and Autism Professional Development		Kelly Byrd-Johnson, Jennifer Goforth	01/24/2025
	<i>Notes:</i>			
9/17/24	Cohorts 3 and 4 will participate in LETRS staff development.		Jennifer Goforth	02/19/2025
	<i>Notes:</i>			
9/17/24	Cohorts 3 and 4 will participate in LETRS staff development.		Jennifer Goforth	03/26/2025
	<i>Notes:</i>			
9/17/24	Staff development will be provided to support the teaching of students with autism.		Kelly Byrd-Johnson	04/01/2025

<i>Notes:</i>				
9/17/24	Provide staff development to support the teaching of multilingual learners.		Kelly Byrd-Johnson	04/01/2025
<i>Notes:</i>				
9/18/24	Instructional Facilitator will lead Extended PLC for data discussion and creation of next steps.		Jennifer Goforth	04/09/2025
<i>Notes:</i>				
9/17/24	Instructional Facilitator provides professional development for teacher assistants on Early Release Days on current programs such as UFLi and Bridges. An informal survey was given to determine future topics and needs.		Jennifer Goforth	04/30/2025
<i>Notes:</i>				
9/17/24	Cohorts 3 and 4 will participate in LETRS staff development.		Jennifer Goforth	04/30/2025
<i>Notes:</i>				
9/17/24	Instructional Facilitator provides training for Beginning Teachers on parent communication, classroom management, and safety procedures. Future trainings will be based upon Beginning Teacher needs and Classroom Walk Through Data.		Jennifer Goforth	05/30/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>How it will look when fully met:</b>		Based on Check-in and CFA data, students scoring less than 70% in reading and less than 70% in math will receive small group targeted intervention based on student need. Progress will be monitored through mClass and i-ready Math growth checks. 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>Jennifer Goforth</b>	<b>05/29/2025</b>

<b>Actions</b>		<b>216 of 222 (97%)</b>		
8/19/24	K-3 teachers will administer BOY mClass assessments.	Complete 09/10/2024	Jennifer Goforth	09/09/2024
<i>Notes:</i>				
8/18/24	Grades 3-5 will administer NC Check-in 1 in reading and math		Hannah Wishon, Makayla Wellman, Vicki Reid, Angie	10/24/2024
<i>Notes:</i>				
9/17/24	K-3 teachers will administer MOY mClass assessments.		Jennifer Goforth	01/15/2025
<i>Notes:</i>				
8/18/24	Grades 3-5 will administer NC Check-in 2 in reading and math		Hannah Wishon, Makayla Wellman, Vicki Reid, Angie	01/16/2025
<i>Notes:</i>				
8/18/24	Grades 3-5 will administer NC Check-in 3 in reading and math.		Hannah Wishon, Makayla Wellman, Vicki Reid, Angie	04/03/2025
<i>Notes:</i>				
9/17/24	K-3 teachers will administer EOY mClass assessments.		Jennifer Goforth	05/09/2025
<i>Notes:</i>				
8/18/24	Classroom teachers will use i-ready prerequisites and groupings to work with all students in math instruction.		Jennifer Goforth	05/23/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>How it will look when fully met:</b>		Full implementation will be reflected in the school climate survey. Each classroom will be using DoJOo to communicate with parents. Weekly Connect Ed (phone and email) will be sent from school.		<b>Jennifer Goforth</b>	<b>05/23/2025</b>

Facebook messages will be sent out weekly.

**Actions**

**0 of 5 (0%)**

8/20/24	Grandparent Day		Stephanie Wright, Llisa Hardig	09/12/2024
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*Notes:*

8/20/24	Parent Night - Curriculum		Jennifer Goforth	10/03/2024
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*Notes:*

8/20/24	Weekly messages are posted on Facebook.		Jennifer Goforth	05/23/2025
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*Notes:*

8/20/24	Each teacher will use the DoJo app to communicate with parents.		Kelly Byrd-Johnson	05/23/2025
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*Notes:*

8/20/24	A Weekly Connect ed message will be sent from office staff to parents.		Michelle Williams	05/23/2025
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