

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. We will also enhance students' sense of identity, community and perspective. We will assist our students in developing and understanding of the causes, impacts and connections between global issues.

Vision:

At CES, we are reimagining education for all learners to be global leaders who are prepared academically, socially and emotionally.

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.

By the end of the 2025-2026 school year, 85% of students will demonstrate growth in the areas of 3-5 ELA, 3-5 Math and 5th grade Science as measured by the NC EOG. In grades K-2 85% of students will demonstrate growth as measured by mClass and the NC DPI K-2 Math assessment.

By the end of the 2024-2025 school year, parents will attend at least 50% of Family Engagement Night activities that are offered by the school as measured by sign in sheets.

By the end of the 2024-2025 school year 74% of students in grades 3-5 will demonstrate proficiency as measured by 3-5 ELA EOG, 3-5 Math EOG, 5th Grade Science EOG, and K-2 mClass.



Activity in the last 6 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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
Initial Assessment:			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		
How it will look when fully met:			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. The goal is that the implementation of these instructional strategies will cause students' proficiency to be at least 74% in ELA, Math and Science. 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.		Alexander Stanley	06/13/2026
Actions				2 of 4 (50%)		
	11/4/22	Our school improvement team will discuss professional development that relates to our schools needs.		Complete 06/10/2024	Kimberly Whitehurst	06/10/2024
Notes:						
	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.		Complete 06/10/2024	Kimberly Whitehurst	06/10/2024
Notes:						
	11/4/22	Attain a parent representative for our team who will attend monthly.			Alexander Stanley	12/01/2025
Notes: Parent representative will be invited to the second meeting every month.						
	11/4/22	We will review monthly data (academic and behavior data).			Alicia Billups	06/10/2026
Notes: Monthly at a SIT meeting we will review in school wide data as well as what has been added to Educator's Handbook in terms of discipline.						

	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		

How it will look when fully met:	Central Elementary has an established and sustainable team structure that ensures consistent collaboration among teachers. All grade-level teams are provided with a protected common planning period built into the master schedule, which was implemented on February 21, 2023, and continues to be upheld with fidelity. In addition, a weekly PLC schedule is shared in advance and followed consistently by all staff. Each PLC operates with defined roles and responsibilities, facilitated by trained teacher leaders who understand and fulfill their expectations. Teams maintain agendas and take minutes during every PLC session, documenting instructional planning, data analysis, and intervention strategies. These minutes are submitted to the administrative team for review, ensuring accountability and alignment with schoolwide goals. Expectations for collaboration, decision-making processes, and team norms are outlined in the Central Elementary School Handbook. This handbook is not only reviewed at the beginning of the school year but is also revisited regularly and revised as needed, with the 2023–2024 version scheduled for final review during the April meeting. To reinforce commitment to the team structure, staff are rewarded with trade-off time for participation in committees and meetings held beyond regular school hours. This practice strengthens shared leadership and ensures equitable contributions across teams. As a result, Central Elementary demonstrates full implementation of Indicator B2.03 through a structured, collaborative system that provides both defined responsibilities and dedicated time for instructional planning, ultimately leading to improved consistency and effectiveness in teaching and learning.		Jazmine Jones	06/13/2026
Actions				
Notes:				

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
<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 addressed at our SIT meetings.	Limited Development 11/04/2022		
<i>How it will look when fully met:</i>			All teachers will have access to digital data on how students are performing in the school. Discussions will be held during weekly PLCs and feedback given. Each perspective grade level will analyze the data and make instructional changes based on student performance. This data will inform us of where our pockets of concerns and strengths are and how to move forward.		Jazmine Jones	06/13/2026
<i>Actions</i>				1 of 5 (20%)		
	11/4/22	Grade levels will work together to create common assessments for their students.		Complete 06/05/2024	Alexander Stanley	06/05/2024
<i>Notes:</i>						
	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.			Shaneika McMillian	06/13/2026
<i>Notes:</i>			Data will be discussed weekly during PLCs.			
	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.			John Peel	06/13/2026
<i>Notes:</i>						
	11/4/22	Teachers will assess weekly based on skills and standards taught in order to adjust their lessons according.			Josiah Spellman	06/13/2026

Notes:

11/4/22 The data wall will be adjusted based on students' performance of each standard that is taught.

Alicia Billups

06/13/2026

Notes:

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		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
Initial Assessment:			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 assessments 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. The goal is that these instructional strategies will case students' proficiency to be at least 74% ELA Math, and Science. Teacher effectiveness will improve because of walk-throughs, observation feedback, and student performance.	Limited Development 11/04/2022		
How it will look when fully met:			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. The goal is that these instructional strategies will case students' proficiency to be at least 74% ELA Math, and Science. Teacher effectiveness will improve because of walk-throughs, observation feedback, and student performance. 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.		Anna Sitterson	06/13/2026
Actions				2 of 4 (50%)		
11/4/22		Differentiation Professional Development with Dr. Dan Mulligan.		Complete 06/05/2024	Kimberly Whitehurst	06/05/2024
Notes:						

9/25/23			Teacher led PLC's that are data driven to discuss mastery of standards.	Complete 06/05/2024	Kimberly Whitehurst	06/05/2024
Notes:						
11/4/22			Teachers will implement the Tier system within the classroom. All teachers will implement tiered instruction to provide differentiation in the classroom. This will include recommending students to the MTSS process.		Shaquita Winslow	06/13/2026
Notes:						
11/4/22			Teachers will implement differentiated lessons and provide daily interventions based on the student's data.		Haley Brown	06/13/2026
Notes:			This will take place in WIN time and in small groups.			
	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:	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. 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. The goal is that these instructional strategies will case students' proficiency to be at least 74% in ELA, Math, and Science. 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. June 2024: During the past school year, teacher were given a school wide template that was used to document the teaching in lesson plans. There were bi-weekly PLC meetings where one meeting was focused on looking at the data from common assessments and the other was focused on lesson planning for the upcoming week. Teachers received feedback from administrators on lesson plans and in PLCs about how to provide students with necessary supports and creating assessments that analyze students' knowledge of the standard. While the MTSS team has already created uniform documentation, a next step is to ensure these forms are being used consistently and effectively by all staff members for all students requiring support.	Limited Development 10/11/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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. Teachers have received training from Dr. Mulligan on how to differentiate instruction and provide effective small group instruction. The goal is that these instructional strategies will cause students' proficiency to be at least 74% in ELA, Math, and Science. 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. 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.			Haley Brown	06/13/2026
Actions			5 of 7 (71%)		
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.	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.	Complete 05/27/2024	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				
9/25/24	Teacher will receive professional development from their MTSS representative on how to complete paperwork and begin and continue the MTSS process.		Shaquita Winslow	06/13/2026
<i>Notes:</i>				
9/22/25	Multi-Classroom Leaders will be conducting walk-throughs ensuring teachers evidence based instruction is aligned with the individual needs of all students according to our tiered instructional system.		Josiah Spellman	06/13/2026
<i>Notes:</i>				
Implementation:				
Evidence	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.			
Experience	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.			
Sustainability	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.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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>			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. 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. The goal is that these instructional strategies will cause students' proficiency to be at least 74% in ELA, Math, and Science. 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.		Jazmine Jones	06/13/2026
Actions				2 of 4 (50%)		
	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.		Complete 06/07/2024	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	06/13/2026
<i>Notes:</i>				
3/27/23	Staff will work with our Multi-Classroom Leader to create pre-and post-assessments for each unit.		LaShekia Brothers	06/13/2026
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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
Initial Assessment:			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	
How it will look when fully met:			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. The goal is that these instructional strategies will cause students' proficiency to be at least 74% in ELA, Math, and Science. 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.	Objective Met 09/22/25	LaShekia Brothers	06/13/2025
Actions						
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

	Notes: 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
	Notes: 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
	Notes:			
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
	Notes:			
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
	Notes: 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
	Notes: 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
	Notes:			
11/4/22	The school will provide Title I events for parents to learn more about Title I and school and classroom information.	Complete 06/05/2024	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.	Complete 06/05/2024	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.	Complete 06/08/2024	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.	Complete 06/08/2024	Dina Hansen	06/08/2024
<i>Notes:</i> Compacts will be reviewed each semester.				
9/25/24	Mrs. Brothers will share a Monthly Newsletter with parents to encourage participation and support from parents. Parents will also be notified about events that are taking place at the school.	Complete 06/13/2025	Nandita Banerjee	06/13/2025
<i>Notes:</i> Mrs. Brothers will share the newsletter on Parent Square.				
9/25/24	Parental involvement will be monitored by asking parents for feedback about events that they would like to see occur in the school.	Complete 06/13/2025	Anna Sitterson	06/13/2025
<i>Notes:</i>				
Implementation:		09/22/2025		
Evidence	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.			
Experience	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.			
Sustainability	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.			