

Comprehensive Progress Report

Mission: Central Elementary's mission is to include families in educating all students to higher levels of academic performance while developing positive growth in social/emotional behaviors and attitudes. Central Elementary's staff accepts responsibility to teach all students so that they can develop pride in self, school, work, the community, and create responsible citizens who can function in a rapidly changing society. #CEunited

Vision: At Central Elementary, we provide a safe and positive learning environment where every child is valued and supported. Teachers, family, staff, community, and peers unite to love, learn, and lead as a family. This united group will work cohesively to ensure academic growth for all students. #CEunited

Goals:

Students in third grade will work towards 53% proficient or exceeding in reading and 52% proficient or exceeding in math by the end of the 2019/2020 school year (ACT ASPIRE).

Students in fourth grade will work towards 70% proficient or exceeding in science by the end of the 2019/2020 school year (ACT ASPIRE).

Students in fourth grade will work towards 50% proficient or exceeding in math by the end of the 2019/2020 school year (ACT ASPIRE).

Students in fourth grade will work towards 75% proficient or exceeding in reading by the end of the 2019/2020 school year on the ACT ASPIRE.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making				
Effective Practice:		Expanded time for student learning and teacher collaboration				
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

Central will offer students of need an after school program that is geared to develop skills and confidence in literacy or math. Using an integrated, multidisciplinary approach, teachers will motivate and inspire students to think creatively and critically. Teachers will help students to develop an appreciation for literacy and STEAM by modeling their own love of learning. By guiding students through authentic learning experiences, students will develop confidence in their own academic and life skills that make them successful everyday. Teachers will challenge students in a fun, instructional setting to develop a healthy disposition toward learning. Teachers will further establish a culture where students are education risk takers and feel safe to make mistakes. Through guest speakers, we will also aid students in developing their future stories where math and literacy are integral cornerstones by which their foundation is formed. School-wide teachers will recognize student growth and learning by celebrating student projects and student products. This will further build student confidence and success. We will motivate, inspire, and instill a love of learning.

Limited Development
03/31/2015

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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<ul style="list-style-type: none"> ● Build confidence within each child to foster everyday success ● Assist students in developing their future story, preparing them to think about college, career, and technical programs, thus making them more prepared for their decisions later on in their education ● Explore entrepreneurship ● Instill a love of learning within each child everyday ● Develop an appreciation for science, math, and literacy, and the arts 		Objective Met 04/10/19	Bethany Hill	05/01/2020
Actions					
3/31/15	Student participation, work completion, and level of understanding will increase due to the extended learning opportunities provided in either literacy or math. Students with a low SES status will be looked at closely to determine the greatest need and placed in that particular subject area if a weakness is shown.		Complete 12/17/2018	LeeAnn Reed	04/07/2016
<i>Notes:</i> Teacher data, discipline referrals, and amount of work completed will serve as a data source for monitoring progress.					
3/31/15	Student attendance for after school learning opportunities will increase during the 2015-2016 school year, providing more time for students to gain skills and knowledge required for their grade level. Attendance incentives will be implemented and follow up to parents on student absences. We will use attendance data from the 2014-2015 school year to compare to the new school year, and also target kids who attended last year and had attendance issues in order to promote their ability to be present.		Complete 12/17/2018	Bethany Hill	04/07/2016
<i>Notes:</i> Gather attendance data from previous ELO school year and identify students who had attendance issues.					
11/30/16	survey teachers about the selection of Innovation in Action		Complete 12/17/2018	Sally Tarvin	01/09/2017
<i>Notes:</i>					
11/30/16	We will survey students at the end of this year to see if they feel more prepared for making decisions about their future.		Complete 12/17/2018	Sally Tarvin	04/20/2017
<i>Notes:</i>					
11/30/16	Invite community partners in to help with future stories.		Complete 12/17/2018	LeeAnn Reed	05/01/2017
<i>Notes:</i>					

12/17/18	<p>Student Selection: Students will be nominated by teachers and other staff members based on need. A committee comprised of the principal, assistant principal, counselor, and Innovation in Action lead teacher, will compile the list and select applicants for an invitation. Criteria included in student selection includes: academic needs in literacy or math and middle tier kids who may be at risk due to their educational disposition. Any remaining students that do not receive an invitation due to space limitations, will be placed on a waiting list. If a spot opens up a student on the waitlist may be invited to attend.</p>	Complete 04/10/2019	Bethany Hill	09/30/2019
<i>Notes:</i>				
12/17/18	<p>Teachers: Teachers will teach 30 sessions for an hour and a half. Two teachers will serve as duty teachers for an additional thirty minutes each session. One teacher will serve as lead teacher for two hours over 30 sessions. There will also be one staff member who will serve as an administrative assistant for two hours over the 30 Innovation in Action sessions.</p>	Complete 04/10/2019	Bethany Hill	09/30/2019
<i>Notes:</i>				
12/17/18	<p>Students will be split into academic focus team. These teams will work to develop literacy and STEAM skills. Students will visit two clubs per Innovation in Action day. After 15 sessions, students will switch to attend two different clubs geared toward literacy and STEAM skills.</p>	Complete 04/10/2019	Bethany Hill	09/30/2019
<i>Notes:</i>				

12/17/18	Teams that students participate in will integrate literacy and STEAM skills. Clubs include: The Musicians (fluency, music, reading, and writing), The Wonders club (science, engineering, and writing), The Entrepreneurs (science, filmmaking, engineering, and writing), and The Explorers club (science, engineering, reading, and writing).	Complete 04/10/2019	Bethany Hill	09/30/2019
<i>Notes:</i>				
12/17/18	Throughout Innovation in Action, we will utilize guest speakers to help students develop their future stories. We must help students at the elementary level begin to think about their future. They need as much time as possible to learn about their interests, talents, strengths in order to find a path for their future. We will help establish their foundation for their future life goals.	Complete 04/10/2019	Bethany Hill	09/30/2019
<i>Notes:</i>				
Implementation:		04/10/2019		
Evidence	4/10/2019 *Attendance data *Planning documents *Student surveys			
Experience	4/10/2019 The lead teacher and staff (teachers and administration) established after school clubs that were high interest yet content based. Students were surveyed based on student interests and then placed in clubs. Mid-year students were then surveyed again and placed within their choice of club. Students were also placed in after school clubs based off of academic data which included BVSD (math assessment), MAP data analysis, and writing common assessments.			
Sustainability	4/10/2019 Progress monitoring, attendance data, and students interests/engagement are necessary to sustain staff's efforts to continue to meet this objective.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We give MAP assessments three times a year to K-4. We give ACT Aspire Assessments 3-4 times a year to 3rd and 4th. Our district has developed ACT Aspire blueprints that has identified standards that are high to moderately evident on the summative assessment. Grade level PLC meetings have happened to review MAP and Aspire data to guide classroom instruction. The data desegregation has resulted in goals for each grade level and individual teachers. Some teachers have shared the data with their students to create student goals.	Limited Development 01/26/2018		
<i>How it will look when fully met:</i>		<p>Teams) Plan for instruction</p> <ul style="list-style-type: none"> Decide on standards to be targeted (using crosswalk blueprints, MAP data, ACT Aspire) Create common assessments based on targeted standards and students will be assessed using DOK 1, 2, 3 questions) Using data from common assessments to direct next steps for individual student improvement <p>Reflecting on Teaching Practices (including Curriculum) during Professional Learning Communities</p> <p>Begin A Walk to Intervention Model in the 2018-2019 school year to include:</p> <ul style="list-style-type: none"> Modifying the master schedule to honor daily intervention time for all student. Support staff will serve students during a designated time for each grade level. 		Kristina Eisenhower	05/01/2020
Actions			9 of 10 (90%)		
	3/13/18	Grade level teams will create or find common assessments based on targeted standards.	Complete 10/17/2018	Kristina Eisenhower	10/31/2018
<i>Notes:</i>					
	3/13/18	Grade level teams will disaggregate data by teacher and grade.	Complete 10/17/2018	Kristina Eisenhower	10/31/2018
<i>Notes:</i>					

3/13/18	Grade level teams will use data from common assessments to direct next steps for individual student growth.	Complete 10/17/2018	Kristina Eisenhower	10/31/2018
<i>Notes:</i>				
3/13/18	Students will set goals for improvement based on MAP data.	Complete 04/27/2018	Bethany Hill	10/31/2018
<i>Notes:</i>				
3/13/18	Modify the master schedule to honor daily intervention time for all students (A Walk to Intervention Model)	Complete 10/17/2018	Bethany Hill	10/31/2018
<i>Notes:</i>				
3/13/18	Focus one PLC a month on Math only data and meet with a full team: grade level teachers, administration, innovation facilitators, interventionists.	Complete 10/17/2018	Bethany Hill	10/31/2018
<i>Notes:</i>				
3/13/18	Weekly grade level team meetings will be required to discuss common formative assessment data.	Complete 10/17/2018	Bethany Hill	10/31/2018
<i>Notes:</i>				
10/17/18	To continue monitoring and analyzing data to confirm that students are served appropriately for WIN time.	Complete 04/10/2019	Kristina Eisenhower	05/31/2019
<i>Notes:</i>				
10/17/18	Implement a way to capture Phonics 1st progress monitoring for fidelity of Tier 1 and 2 instruction.	Complete 04/10/2019	Kristina Eisenhower	05/31/2019
<i>Notes:</i>				
3/13/18	Grade level teams will unpack standards during team meetings weekly.		Kristina Eisenhower	02/01/2020
<i>Notes:</i> Documented by Team Meeting Minutes or Unpacking Standards Organizer				

Core Function:		Classroom Instruction		
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions		
	IIID02	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.(5194)	Implementation Status	Assigned To
Initial Assessment:		Phonics 1st Prior to the school year beginning, all classroom certified teachers attended a five day training with a certified Phonics First trainer. Teachers began implementing the Phonics First program with the following assessments: Alphabet Letter Recognition, Letter Writing, Sounds Reading/Spelling, Layer Phonetic assessments, and Red Word	Limited Development 04/22/2019	

Reading/Spelling assessments. This data was analyzed during grade level PLC's to determine the specific layer and lesson for whole group instruction to begin. Each teacher analyzed their data to find the layer and lesson where 80% of their students scored greater than or equal to 85%. This gave teachers a targeted scope and sequence for the school year.

Teachers placed each individual student's data on a collaborative data wall to track student growth and achievement. Students were assessed weekly using Tier 1 progress monitoring. Progress monitoring was also tracked on a separate collaborative data wall. Teachers were able to move onto the next lesson once 80% of their student population achieved 85% on their Tier 1 progress monitoring assessment.

Students were placed in Tier 2 Phonics First groups based on data collected from the Phonetic Word Spelling assessment. Students were progress monitored for continual growth.

In addition to core classroom instruction and Tier 2 classroom instruction, all students walked to their personalized intervention. The focus of WTI is to meet the needs of each child's earliest developmental need. For many students the focus was personalizing their learning experience of reading. During PLC's teachers analyzed Phonics First data and determined the students who scored 65% or below on their grade level layered assessment which is based on grade level standards. From here, the Instructional Facilitator and Reading Interventionist gathered students Phonics First assessments to determine Tier 2 Phonics First groups. Teachers then focused 30 minutes daily on these students individualized phonics needs. Students were then progress monitored and data analysis occurred during each grade level weekly RTI to determine correct student placement for Walk to Intervention. Our goal was to advance students from reading below grade level to reading on grade level or above.

RISE, Science of Reading

Currently, Central Elementary has 5 teachers and one administrator who have completed RISE training and received their certificates. All certified staff have been oriented in the science of reading, and are enrolled in training that will begin in the summer of 2019. By the end of the 2020 school year, all teachers will be on the track to receive their certification for the completion of RISE training.

The teachers who are currently trained have been implementing their learning as they have received the training days. They are the only

teachers held accountable for implementation, but have shared their learning with colleagues. All others have received an awareness of the Science of Reading through IDEAS modules.

How it will look when fully met:

In addition to core classroom instruction, all students will walk to a personalized intervention. Classroom teachers will be providing Tier 2 phonics instruction, small group reading instruction, and other Tier 2 needs specific to students' individualized needs. Students' needs will be determined based on Phonics First assessments, MAP data, and classroom common assessments. Students will walk to their personalized needs whether it be phonological awareness, phonics and spelling (encoding), fluency, vocabulary, writing, or math/science. The subskills provided above will be determined through knowledge of the science of reading.

Students in Tier 2 locations will be grouped with 6 or less students with a minimum of 30 minutes 3x a week. Interventions will be documented digitally and progress will be tracked by administration, leadership teams, IIF's, interventionists, and grade level PLC members. Documentation and progress will be updated weekly. Data is used not only to initially identify any skill deficits and place students in a group for intervention but also to track whether students are responding to instruction. If the instruction is not producing measurable results, teacher have to chance course under the guidance of their PLC's, IIFs, and other Administrators during RTI.

Students will attend 6 weeks of Tier 2 with documentation before being referred to Tier 3 intervention.

Bethany Hill

05/01/2020

Actions

0 of 5 (0%)

4/22/19 Create a common tracking system for progress monitoring (K-4) to continually monitor student's needs.

Kristina Eisenhower

05/01/2020

Notes: Revisit monthly during PLCs.

4/22/19 Use multiple data points to strengthen Tier 1 instruction in all classrooms.

Kristina Eisenhower

05/01/2020

Notes:

4/22/19 Use multiple data points to move students through the tiered RTI process and determine interventions.

Kristina Eisenhower

05/01/2020

Notes:

4/22/19 Develop a process for moving students (flowchart) into and out of Tier 2 and Tier 3 instruction.

Kristina Eisenhower

05/01/2020

Notes:

4/22/19 Use common assessments and team coaching to implement the PLC process.

Kristina Eisenhower

05/01/2020

Notes: