

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 2017/2018 school year (ACT ASPIRE).

1/3 of students will increase their writing scores in areas of organization and ideas.

Students in fourth grade will work towards 70% proficient or exceeding in science by the end of the 17/18 school year (ACT ASPIRE).

Students in fourth grade will work towards 50% proficient or exceeding in math by the end of the 2017/2018 school year (ACT ASPIRE).

Students in fourth grade will work towards 75% proficient or exceeding in reading by the end of the 2017/2018 school year on the ACT ASPIRE.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We will research our district's school governance policy. We will then take action as needed.	Limited Development 09/21/2015		
How it will look when fully met:					
Action(s)	Created Date				
Notes:					
!	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The expectation is for each grade level team to create a shared document for agendas prior to each team meeting. The minutes will be included. The document will be shared with each team member and the administration.	Limited Development 09/21/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Each grade level with make a google doc that will be shared with our principal and assistant principal on a weekly basis. Our goal as an effective team is to operate with agendas, keep minutes, stay focused, and follow through with the plans that we make. We will continue to strive toward this goal by sharing with grade level leaders the expectations and helping them as needed.		Bethany Hill	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/30/15	Mrs. Hill will meet with and discuss expectations of grade level leaders for documenting weekly grade level meetings.		Bethany Hill	02/22/2016

Notes: Teachers are sharing their document with Mrs. Hill and Mrs. Spencer to document grade level meetings

Implementation:		11/30/2016		
Evidence	11/30/2016 Grade level leaders have documentation of weekly meetings.			
Experience	11/30/2016 Grade Level leaders shared weekly meetings with Mrs. Hill.			
Sustainability	11/30/2016 Grade level leaders will continue to meet weekly and share minutes with Mrs. Hill.			

!		ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a leadership team that consists of grade level representatives, administrators, and the counselor. We meet twice monthly with available staff members. It is limited due to time constraints and other scheduled meetings.		Limited Development 09/21/2015		
<i>How it will look when fully met:</i>		The leadership team will meet twice a month to continue to progress and discuss issues of importance.			Kristina Eisenhower	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	11/30/15	Ms. Tarvin will schedule and conduct meetings twice a month to discuss and act on important issues for our school.			Sally Tarvin	06/02/2016
<i>Notes:</i>						
		ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration worked on scheduling so that grade level teams can plan together.		Full Implementation 09/21/2015		

Core Function: School Leadership and Decision Making

Effective Practice: Align classroom observations with evaluation criteria and professional development

		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrators use the Bloomboard site to view the professional growth goals for each teacher. The PGP's are created by the teacher with the administrators' support, in the Spring based on the year's observation data and evaluation rating. The PGP will be revisited mid-year to reflect on progress. The PGP is based on the Danielson model. At the end of the year, the teacher will be evaluated on the progress of the PGP and will determine the next steps for a new goal or to continue with the current goal.		Full Implementation 10/26/2015		

!	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Central Elementary provides all staff with high quality professional development through our embedded sessions. Our goal for this year is Classroom environment throughout the entire building, not just the classroom. This puts in place the optimal learning environment for students in the classroom and teachers. They are given immediate feedback after an observation and support in which they can be successful and grow as a professional. Through the support of differentiated embedded sessions, we journey through the TESS components as teachers and/or special staff. Our focus for the year is Component 2A using the Danielson model. The plan for the school year is to provide 9 one hour embedded pd sessions. Topics for each session tie back to the building goal of respect and rapport.	Limited Development 10/31/2014		
How it will look when fully met:		Faculty will meet on a regular basis for embedded sessions. During these sessions, different professional opportunities will be addressed.		Bethany Hill	06/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	3/31/15	Assign teachers to a professional learning community based on subject and grade level.		Bethany Hill	06/01/2016
		<i>Notes:</i> Be sure to refer to common plan times per grade level schedule. Include special staff schedules.			
2	3/31/15	Through improved classroom environment, discipline referrals will decrease. Data from discipline tracker, administrator notes, teacher behavior data, teacher observation reports, etc. will be used to monitor progress.		Kelly Spencer	06/01/2016
		<i>Notes:</i> Clear communication to staff on administrator's expectations on what constitutes as a discipline referral. Embedded sessions and kid talk notes.			

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
<i>Initial Assessment:</i>		Central Elementary offers an after school Extended Learning Opportunity (ELO) called Innovation in Action for our school population when students are needing more learning time. Our population is of low SES so therefore, the extra time on task is of much benefit for students. This extended learning time allows our school to focus specifically on literacy or math skills/strategies that students may be lacking or need more practice in order to reach mastery. This is the second year for the restructured Innovation in Action after school program. This year our goal is to assist students in developing their future story, preparing them to think about college, career and technical programs, thus making them more prepared to make their decisions later on in their education. We will instill a love of learning by engaging students and building confidence by fostering student success.	Limited Development 03/31/2015		
<i>How it will look when fully met:</i>		Students will show progress from their extended learning experiences via classroom participation, work completion, and application of concepts/skills/strategies practiced in ELO. Teachers will note progress on students attending ELO, showing improvements in the above areas.		Kristina Eisenhower	05/01/2018
Action(s)	Created Date		0 of 5 (0%)		
1	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.		Bethany Hill	04/07/2016
<i>Notes:</i>		Gather attendance data from previous ELO school year and identify students who had attendance issues.			
2	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.		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	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.		Sally Tarvin	04/20/2017
<i>Notes:</i>					
4	11/30/16	survey teachers about the selection of Innovation in Action		Sally Tarvin	01/09/2017
<i>Notes:</i>					
5	11/30/16	Invite community partners in to help with future stories.		LeeAnn Reed	05/01/2017
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional plans are developed by teams of grade level teachers from around the district. Each teacher uses the plans as a guide for planning instruction. The year at a glance gives the teacher a scope and sequence to follow through out the year. The district uses the plan so that all schools will be able to support highly mobile students that may transition between the schools.	Full Implementation 10/26/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are at the limited development stage for this indicator due formative assessment consistency. We plan to make this a priority for the 2016-2017 school year.	Limited Development 03/28/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

	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>	<p>We give MAP assessments three times a year to K-2. 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.</p>	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 Include depth of knowledge 3 questions in learning goals Discuss data (including data collection per teacher) 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	02/09/2019	
Action(s)	Created Date		1 of 8 (12%)		
1	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.		Bethany Hill	10/31/2018

<i>Notes:</i>					
2	3/13/18	Weekly grade level team meetings will be required to discuss common formative assessment data.		Bethany Hill	10/31/2018
<i>Notes:</i>					
3	3/13/18	Grade level teams will unpack standards to determine importance.		Kristina Eisenhower	10/31/2018
<i>Notes:</i>					
4	3/13/18	Grade level teams will create or find common assessments based on targeted standards.		Kristina Eisenhower	10/31/2018
<i>Notes:</i>					
5	3/13/18	Grade level teams will disaggregate data by teacher and grade.		Kristina Eisenhower	10/31/2018
<i>Notes:</i>					
6	3/13/18	Grade level teams will use data from common assessments to direct next steps for individual student growth.		Kristina Eisenhower	10/31/2018
<i>Notes:</i>					
7	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>					
8	3/13/18	Modify the master schedule to honor daily intervention time for all students (A Walk to Intervention Model)		Bethany Hill	10/31/2018
<i>Notes:</i>					

!	IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have very limited development in this area of standards based assessments. We recently included Engage NY math curriculum as a resource for teachers. This program included standards based mid module and end of module assessments. Teachers are currently learning this curriculum and what pieces are appropriate for our students. The need is high for development of standards based assessments for literacy and math areas. Pre and post tests will provide much needed data, but we have not created such assessments as of yet.	Limited Development 03/31/2015		
<i>How it will look when fully met:</i>		Assessments will be created based on CCSS for literacy and math. Formats will be considered based on multiple ways for kids to demonstrate their learning and application of the skills/concepts. Assessments will be aligned with the appropriate grade level CCSS for literacy and math.		Bethany Hill	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	3/31/15	Teachers will reflect and use data from the assessments to determine interventions, reteaching, and to drive further instruction for students. These assessments will be considered a summative view of particular units of study, but will also provide formative data that will steer teachers in providing aligned instruction to target individual and class needs.		Bethany Hill	05/31/2018
		<i>Notes:</i> Team meetings will need to be devoted for reflection of assessments. This will be facilitated by the administrators. Cumulative data will be taken to analyze the credibility of test questions and also student performance on particular test items.			
2	3/31/15	Teachers will use pre tests to determine which students have a high level of understanding and require enrichment, and also show background of students on particular concepts. This information will provide teachers with more targeted instruction to meet individual student needs by aligned resources and instructional strategies with the formative data.		Bethany Hill	05/31/2018
		<i>Notes:</i> Pre tests will have to be created for some areas. Engage NY tests may be utilized for some areas of math.			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have the document in place. We plan on focusing on the implementation of assessments and utilizing them for instruction and interventions.	Limited Development 03/28/2016		
How it will look when fully met:					
Action(s)	Created Date				
Notes:					

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>We have created the following opportunities for teachers to collaborate around instructional data:</p> <ul style="list-style-type: none"> monthly kid-talks - all types of interventions looking at MAPs and Interim data during biweekly PLC meetings information gathered on the district datawall the literacy interventionist meet with the literacy specialists once a month for training <p>Data is gathered at the beginning of the year and interventionist meet with Admin to sort data for beginning intervention groups.</p> <p>Currently interventionists talk with teachers one-on-one in informal conversations to decide intervention student changes.</p>	Limited Development 11/09/2017		

How it will look when fully met:		<p>The principal will create opportunities for teachers and interventionists to collaborate around instructional data to include:</p> <ul style="list-style-type: none"> • A dedicated time every nine weeks to look at data and have conversations between teachers and interventionists regarding student placement decisions and intervention data. • A virtual form that teachers and interventionists can share current observations/interventions regarding students. <p>The principal will work regularly with district personnel to bring in sustainable Professional Development regarding intervention data and strategies.</p> <p>A formal system will be in place for placement and dismissal of intervention students, the committee will be made up of grade level teachers, interventionists, and administration.</p> <p>A expected system will be put in place for progress monitoring of interventions from the classroom teachers and the interventionist.</p> <p>Grade level teams, interventionist, and administration will meet regularly to look at data that has been collected through district assessments. The teams will analyze the data by grade level, class level, and individual level. The team will determine trends across grade levels, classes, and students and figure out the cause.</p>		Bethany Hill	04/01/2020
Action(s)	Created Date		2 of 9 (22%)		
1	11/17/17	One of the two current interventionists will serve in a coaching and data analysis role (this will be a change in job descriptions to literacy coach.)	Complete 04/27/2018	Bethany Hill	01/01/2019
<i>Notes:</i>					
2	11/17/17	one of the two current interventionists will serve K-2 students through small group and individual instruction.	Complete 04/27/2018	Bethany Hill	01/01/2019
<i>Notes:</i>					
3	11/17/17	The literacy coach and literacy interventionists will collaborate to support embedded professional learning to increase teacher effectiveness.		Bethany Hill	01/01/2019
<i>Notes:</i>					
4	11/17/17	BOY placement for 1st and 2nd: For initial placement, the team will look at the previous years MAPs testing trajectory for the year, along with DRA and running record scores.		Bethany Hill	01/01/2019

<i>Notes:</i>					
5	11/17/17	BOY placement for K: After 1st nine weeks, initial placement will be based on MAPs, classroom observations, and letter ID/Sounds.		Bethany Hill	01/01/2019
<i>Notes:</i>					
6	11/17/17	Teachers, interventionist and admin will meet monthly to discuss current classroom and district assessments		Bethany Hill	01/01/2019
<i>Notes:</i>					
7	11/17/17	A display will be created to document trends in school wide data across grade levels in the common meeting area		Bethany Hill	01/01/2019
<i>Notes:</i>					
8	11/17/17	A form will be created to document trends in data across grade levels		Bethany Hill	01/01/2019
<i>Notes:</i>					
9	11/17/17	Administration will cross check reading progress/growth/guided reading levels from intervention and classroom instruction to determine compatibility through a shared document		Bethany Hill	01/01/2019
<i>Notes:</i>					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
!	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Central Elementary has encompassed school wide family engagement through several initiatives. 1) "The Energy Bus", written by Jon Gordon. All staff including special staff, cafeteria staff, custodial staff, office staff, PTO leaders and teachers have read this book. We have shared it with students in the form of "The Energy Bus for Kids". All personnel in the school, as well as students are striving to use suggested character traits from the this book in the form of positive energy for our school environment. Central Elementary also hosts two parent nights each year, one in the fall, and one in the spring. This is to communicate and express our intention of involvement with our parents. Parents and students are engaged in activities done as a family through our school. Central Elementary has initiated a School wide reading incentive. Through this incentive, families are encouraged to read together. Reading minutes are logged and visuals are used to display student achievement through minutes read/accumulated.	Limited Development 10/31/2014		
<i>How it will look when fully met:</i>		A culture of positive language and kindness will be evident throughout the building in staff, teachers, and students. Families will be aware of our rules from The Energy Bus via their children. Evidence of teaching of the five rules will be visible in classrooms via anchor charts. All teachers will review the book provided throughout the school year.		Amanda Picard	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	3/31/15	Parent engagement will increase in the area of family reading outside the school day. Reading incentives and logging of minutes read as a family will be used to praise kids and their families for their efforts. Parents will receive information on summer reading with their children and how they can better support at home.		LeeAnn Reed	05/31/2018
<i>Notes:</i>		Summer reading proposal and funding will be point of resource for parent engagement and training. Mrs. Reed will use a Google Doc for teachers to log their classroom minutes and a running school total will be collected to use for a school wide celebration.			

2	3/31/15	Family nights will be used (one per semester) to focus on more parent engagement and insight into how they can better support their child at home in the areas of social, literacy, and math development.	LeeAnn Reed	05/31/2018
<i>Notes:</i> Research on parent engagement, use federal title money to fund family nights, providing food and resources.				

Core Function:	High School: Opportunity to Learn
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Effective Practice:	Ensure content mastery and graduation
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HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The after school program has been restructured for this school year, for the purpose of increasing knowledge and experiences regarding careers and technical fields, rather than only focusing on interventions. The program will provide opportunities for kids to create and explore their world. The program will utilize community members to expand students' understanding of their future opportunities. The counselor will organize a career week for all students. She will plan and implement our future story week, placing emphasis on college and careers as well as technical fields.	No Development 10/26/2015		
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<i>How it will look when fully met:</i>	Career week will be implemented with a focus on college and career. We will develop the future story week as we increase awareness about opportunities for our students' futures.		Jenie James	05/31/2018
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Action(s)	Created Date			

Notes: