

Comprehensive Progress Report

Mission: Central Elementary school will educate all students by creating experiences that produce lifelong learners.

Vision: Central Elementary Students are future ready with an academic foundation prepared for college and/or career goals.

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.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Following PBIS procedures and guidelines. Consistent policies across most grade levels. Cat Cash program that provides incentives for positive behavior by students. Second Step program implemented in all grade levels. Student and class recognition for positive behavior as recognized by staff. Follow district policies for behavior.	Limited Development 09/18/2017			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>		Reduce office referrals by 10% when compared to data from the 2018-19 school year.		Lori Monaghan	06/08/2020	
<i>Actions</i>			0 of 2 (0%)			
	10/15/18	School staff will utilize the Paw Prints program for good behavior in common areas in the school to recognize positive behaviors for students. Each month classes with the most Paws will be recognized for their exemplary behavior.		Dina Hansen	06/07/2019	

<i>Notes:</i>				
5/6/19	PBIS committee will update matrix to include all areas of the school (classroom, hallway, cafeteria, bathrooms) and provide posters to be placed in critical areas of the school. PBIS celebrations should be defined and provide specific options and dates for activities, either school wide or by classroom.		Lori Monaghan	09/15/2019
<i>Notes:</i>				
Implementation:		03/21/2018		
Evidence	3/21/2018 The new PBIS matrix has been approved and has been shared with all staff.			
Experience	3/21/2018 The SIT team and staff have reviewed the former PBIS matrix and have amended it to make it more directly address current expectations within the school.			
Sustainability	3/21/2018 Staff will need to continue to reinforce the current matrix and help students understand the expectations for behavior throughout the school.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Grade level teams meet monthly to assess alignment and implementation at the district level. We also have twice monthly meetings at grade level to assess and implement greater standards based alignment. Finally, we have vertical planning teams that meet for grades 3-5 to assure standards alignment up and down the tested curriculum areas in those grade levels.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Grade level and vertical planning teams will create standards based alignment that will increase our proficiency scores by 10% points in all tested areas.	Objective Met 09/20/18	Mickey Drew	06/08/2018
Actions					
	10/11/16	Staff will meet twice monthly to insure continued standards based instruction. Teams will meet on the first and third Tuesday of each month to monitor and assure standards based alignment.	Complete 10/30/2017	Mickey Drew	10/11/2016
	<i>Notes:</i> This is part of ongoing, routine meetings that our staff are actively engaged in with school leadership.				

10/11/16	In grades 3-5, vertical planning teams will meet to insure alignment with standards in all tested areas. These meetings will allow for sharing of strategies and best practices within content areas across tested grade levels.	Complete 02/16/2018	Mickey Drew	01/31/2017
<i>Notes:</i>				
9/18/17	Research and implement curriculum support resources such as I Ready for ELA curriculum and Zearn for Math curriculum. Istation will also be used as support for both curriculums.	Complete 10/30/2017	Jillian Potter	11/01/2017
<i>Notes:</i>				
9/18/17	Teachers will attend and participate fully in Learning Focused Micro PD sessions at the school and district level.	Complete 06/08/2018	Mickey Drew	06/08/2018
<i>Notes:</i> Beginning teachers will complete Learning Focused Lesson Planning Implementation training.				
Implementation:		09/20/2018		
Evidence	9/20/2018 We have meeting logs/agendas, data collections from multiple points throughout the school year, and continuous follow up for students at risk.			
Experience	9/20/2018 The school as a whole made a commitment to meet regularly to analyze, review, and discuss data focused on student growth and achievement. These meetings allowed us to identify students that were at risk and to address their needs directly from the data available.			
Sustainability	9/20/2018 We will need to continue to meet and analyze our data in order to be able to continuously provide support and intervention to our students.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		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.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		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.		Lori Monaghan	06/08/2020
Actions			2 of 5 (40%)		
10/15/18		We will implement the new district MTSS procedures for all grade levels and for students of all ability levels.		Lori Monaghan	06/07/2019
<i>Notes:</i>					
9/20/18		Implement district MTSS model across all grade levels for all students.		Lori Monaghan	06/08/2019
<i>Notes:</i>					
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	09/15/2019
<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 interventions and track student progress through progress monitoring for any student below grade level in any content area .	Complete 06/08/2018	Tracy Gregory	09/15/2019
<i>Notes:</i>					

	5/6/19	Based on receiving new MTSS model (anticipated summer 2019) we will provide professional development to fully implement MTSS school wide.		Mrs. Tracy Gregory	06/08/2020	
<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.				
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	The guidance counselor is consistent in meeting with students, addressing issues when they arise, and providing classroom support.	Limited Development 09/18/2017			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
	How it will look when fully met:	There will be an established schedule for classroom visits and interventions as provided by the guidance counselor.		Tracy Gregory	06/08/2020	
	Actions		0 of 4 (0%)			
	9/18/17	Establish a classroom visitation schedule that supports student learning and address their behavioral and emotional needs.		Counselor	09/15/2019	
	<i>Notes:</i>	This schedule is subject to change based on student needs.				
	9/18/17	The guidance counselor will create targeted groups for specific student emotional needs.		Counselor	09/15/2019	

<i>Notes:</i> Schedule is subject to change based on student needs.				
5/7/19	Implement the SRSS (Student Risk Screening Scale) and have each homeroom teacher evaluate students quarterly. All 18 - 19 homeroom teachers will complete by the end of May 2019 in order to establish baseline for 19 - 20 school year.		Alicia Billups and Guidance counselor	06/08/2020
<i>Notes:</i>				
5/7/19	SRSS will be reviewed after quarterly completion during PLC. Any students in red or yellow will receive an intervention plan.		Guidance counselor	06/08/2020
<i>Notes:</i>				
Implementation:		10/30/2017		
Evidence	10/30/2017 Counselor's schedule is provided to all staff and shared with administration.			
Experience	10/30/2017 Mrs. Marino has established and shared a schedule for student intervention and classroom lessons.			
Sustainability	10/30/2017 Continue to follow the schedule as provided by Mrs. Marinol			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
Initial Assessment:		Investigating options for sharing pertinent student information between grade levels as it applies to behavior, academic success/difficulties, and social/emotional needs.	Limited Development 09/18/2017	
Priority Score: 1		Opportunity Score: 3	Index Score: 3	
How it will look when fully met:	Every student will have an informational sheet that will follow them from grade to grade as they progress through our school.	Objective Met 09/20/18	Shelley Greene	04/02/2018
Actions				
9/18/17	School Improvement Team will approve the form to be used by all staff members.	Complete 06/08/2018	Bernadine Spence	03/12/2018
<i>Notes:</i>				
9/18/17	ALL teachers will complete a form for each student in their homeroom that will be attached to an approved class list for the following school year.	Complete 06/08/2018	Jillian Potter	06/04/2018

Notes:

Implementation:		09/20/2018		
Evidence	9/20/2018 Student snapshot form, cumulative folder information, and teacher compliance.			
Experience	9/20/2018 We have created student information sheets that create a snapshot of the whole child and not just their assessment results.			
Sustainability	9/20/2018 Staff will have to continue to track progress and provide accurate snapshots of students as they move forward.			

Core Function: Dimension B - Leadership Capacity

Effective Practice:		Strategic planning, mission, and vision		
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
Initial Assessment:	SIT minutes/agendas, established dates for SIT meetings, and School Improvement Plan.	Full Implementation 09/18/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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>		Staff currently meets weekly as a grade level team. These meetings are for the planning and development of grade level instruction and standards implementation.	Limited Development 10/11/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Grade level members will submit minutes from each meeting. These minutes will include goals, standards, and strategies discussed/implemented as a result of these meetings.	Objective Met 02/26/19	Jillian Potter	11/01/2016
Actions					
	10/11/16	Staff members will submit minutes from monthly grade level meetings in a timely manner.	Complete 11/11/2016	Mickey Drew	11/01/2016
		<i>Notes:</i> Grade levels meet once each month with school leadership to discuss data and other relevant information as it pertains to school and grade level events.			
	10/11/16	Establish Wildcat Workout groups that address specific standards based needs within each grade level. These groups will be constructed for ELA and Math standards to create enrichment and remediation needs within each grade level. These groups are subject to change based on evolving student needs.	Complete 06/09/2017	Jennifer Kresicki	02/01/2017
		<i>Notes:</i> This process was accomplished through our MTSS model of interventions.			
	9/18/17	Consistent grade level lesson plans for each content area that are submitted into the specified Google Shared Folder.	Complete 10/30/2017	Mickey Drew	09/18/2017
		<i>Notes:</i>			
	9/18/17	Completion of Learning Focused Micro PD and attendance to PLC to address planning needs/support.	Complete 05/11/2018	Jillian Potter	06/08/2018
		<i>Notes:</i>			
Implementation:			02/26/2019		
<i>Evidence</i>		2/26/2019 Minutes from PLC's are available at the school.			
<i>Experience</i>		2/26/2019 Teachers met in PLC's to complete the micro PD and share applications of the PD in the classroom.			

Sustainability		2/26/2019 Teachers will continue to meet in PLC's and have common planning times to help implement what is learned from all PD.			
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At a minimum, weekly walkthroughs in all classrooms. Formal and informal observations. Each of these is followed by feedback on what was seen, heard, and done during the time in the classroom. There is positive and negative feedback in an effort to grow each member of the staff.	Limited Development 10/09/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The principal will spend no less than 50% of his time in classrooms assessing learning and teaching at all grade levels. The evidence to support this objective will include walkthrough forms and feedback as well as observation notes, NCEES rubric for evaluation of teachers, and other personnel notes and observations.	Objective Met 02/26/19	Mickey Drew	09/28/2017
Actions					
	10/9/17	Meet with each teacher a minimum of once a month to review classroom practices and ways to improve as needed. Also celebrate improvements with each staff member as they continue to grow in their profession.	Complete 10/30/2017	Mickey Drew	10/31/2017
<i>Notes:</i> This process has already been put into place and is ongoing.					
	10/30/17	Principal will complete observations on the schedule provided at the beginning of the year to human resources as well as all certified staff.	Complete 06/01/2018	Mickey Drew	06/01/2018
<i>Notes:</i>					
Implementation:			02/26/2019		
Evidence		2/26/2019 The NCEES program documents that all observations for staff are completed.			
Experience		6/1/2018 All evaluations for staff were completed by the deadline.			
Sustainability		6/1/18 The school leadership team will continue to monitor and assess the effectiveness of instruction in all classes.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		There is not a consistent approach to data assessment and application to our instructional delivery. There are some staff doing a great job using data to drive instruction while others are still looking for methods to make the data meaningful for their practice.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		School based grade level meetings will address data driven concerns on a weekly basis. These data discussions will include but not be limited to benchmark assessments, mClass assessments, teacher made in class assessments, and teacher observational data.		Tracy Gregory	06/08/2020
<i>Actions</i>			0 of 4 (0%)		
	10/15/18	Based upon ESSA data we will increase our focus on the growth of our Students with Disabilities Subgroup across all content areas through specific professional development activities.		Mickey Drew	06/07/2019
<i>Notes:</i>					
	10/11/16	Teachers will create and maintain data notebooks for their classes.		Christy Bundy	09/15/2019
<i>Notes:</i>		Each grade level SIT representative should report to Mrs. Bundy the progress of data collection for their grade level members.			
	9/18/17	Collect and monitor data from multiple assessments/resources to track student progress and support needs.		Christy Bundy	10/30/2019
<i>Notes:</i>					
	9/18/17	Update data notebooks for teachers to include specific artifacts and documents.		Elizabeth Leary	10/31/2019
<i>Notes:</i>					
<i>Implementation:</i>					
	<i>Evidence</i>	7/6/2017 MTSS meeting minutes, teacher tutoring logs, EOG results.			
	<i>Experience</i>	7/6/2017 Teachers maintained explicit records of tutoring and intervention for students throughout the year.			

Sustainability	7/6/2017 Support teachers with resources and time to manage plans and implement them effectively. Provide PD on appropriate interventions and student support.			
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Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 10/11/2016		
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	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
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How it will look when fully met:	Teaching positions will be fully staffed with highly qualified professionals. Vacancies will be filled in a reasonable time frame by quality candidates. District level resources will make the attraction of and hiring of quality candidates a priority at all levels.	Objective Met 07/06/17	District Member	06/30/2017
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Actions				
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10/11/16	School level leaders will inform and update district level personnel about vacancies. School level employees will also update district level employees as positions are filled. Collaborative efforts will be made to attract and retain the most highly qualified candidates for our district.	Complete 06/30/2017	Mickey Drew	06/30/2017
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<i>Notes:</i>				
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Implementation:		07/06/2017		
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Evidence	7/6/2017 District recruitment schedule, hiring notifications, and continued recruitment efforts at school and district level.			
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Experience	7/6/2017 Administrators attended multiple recruitment opportunities which have already yielded great results in our school system and specifically in our school with regard to highly qualified candidates.			
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Sustainability	7/6/2017 Making hiring the best candidate the objective in all cases. Looking for, recruiting, and retaining high quality educators.			
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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use a variety of communication tools to maintain parental contact. Examples include Bloomz, Class Dojo, and Remind. Teachers also are required to maintain a call log for parents and include administration in all email communications with parents.	Limited Development 09/18/2017		
<i>How it will look when fully met:</i>		All teachers will have well established methods of parent communication documented and in place.		Verdonna Ashley	09/15/2019
<i>Actions</i>			1 of 3 (33%)		
	9/18/17	Implement one school wide communication tool for all teachers to use with parents.	Complete 03/01/2018	Yvette Swain	03/12/2018
<i>Notes:</i>					
	10/15/18	All staff will use Bloomz to document all parent communications including phone calls, conferences, and other digital contacts for each student. Any family not on Bloomz will be documented on a paper contact log.		Verdonna Ashley	06/07/2019
<i>Notes:</i>					
	9/18/17	Reconfigure and reestablish the Parent Call Log for teachers to make it more user friendly and practical.		Bernadine Spence	09/15/2019
<i>Notes:</i>					

	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. Newsletters encouraging effective strategies for reading at home are also shared with parents on a monthly basis.		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.		Objective Met	Mickey Drew	11/18/2016
Actions				4 of 4 (100%)		
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	<i>Notes:</i> 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	<i>Notes:</i> 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	<i>Notes:</i>	
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	<i>Notes:</i>	
Implementation:						

<p>Evidence</p>	<p>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.</p>			
<p>Experience</p>	<p>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.</p>			
<p>Sustainability</p>	<p>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.</p>			