Central Elementary School

Home of *the Wildcats*

EVERY STUDENT, EVERY DAY

Central Elementary School

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OVERVIEW OF SCHOOL

School's demographics and characteristics are:

Student Population: 366

White	52.2%
African American	34.2%
Hispanic/Latino	10.1%
Other	3.5%

Student daily attendance (Compared to State):

	2018-2019 Target	2017-2018	2016-2017	2015-2016
School	96%	94.1%	95.9%	93.0%
State	%	94.6%	94.6%	95.1%

2018-2019 School Staff:

24 Teachers

Years of Experience	SCHOOL 2018-2019
0 to 3	25.0% (6)
4 to 10	16.7% (4)
10 plus	58.3% (14)

Teacher Attendance

2018-2019	2017-2018	2016-2017
96.69%	95.23%	96.46%

Technology

Central Elementary has a device for each child in every core classroom they attend.

Media

Students at Central Elementary have access to the media center where there are 23.51 book titles per student.

DATA COLLECTION

Forms of data that were used to for collecting and sharing data are:

- NC Report Card
- Progress Monitoring thru the programs: Schoolnet, Read to Achieve, Case (TE21) Benchmark Testing, Zearn, Prodigy, Istation, and other approved online resources

Perception data:

- Teacher Working Conditions Survey
- Parent Survey
- Title 1 Parent response forms

Process Data:

- Discipline data collected thru PowerSchool and Educator's Handbook
- IEP data
- Attendance data
- 504 data

DATA REVIEW (OUTCOMES AND TARGETS)

PROFICIENCY DATA

OVERALL – 2018-2019

	Achievement	Growth	Performance Index	Letter Grade
Overall	64.5	82.5 (Met)	68	C
Reading	55.1	82 (Met)	60	C
Math	65.7	73 (Met)	67	C

PERFORMANCE BY SUBJECT

Reading

	ELA				
	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
3rd	64.5	59.7	53.3	47.9	50
4th	59.7	42.3	43.5	58.1	62.1
5th	41	50	41	54.5	53.5

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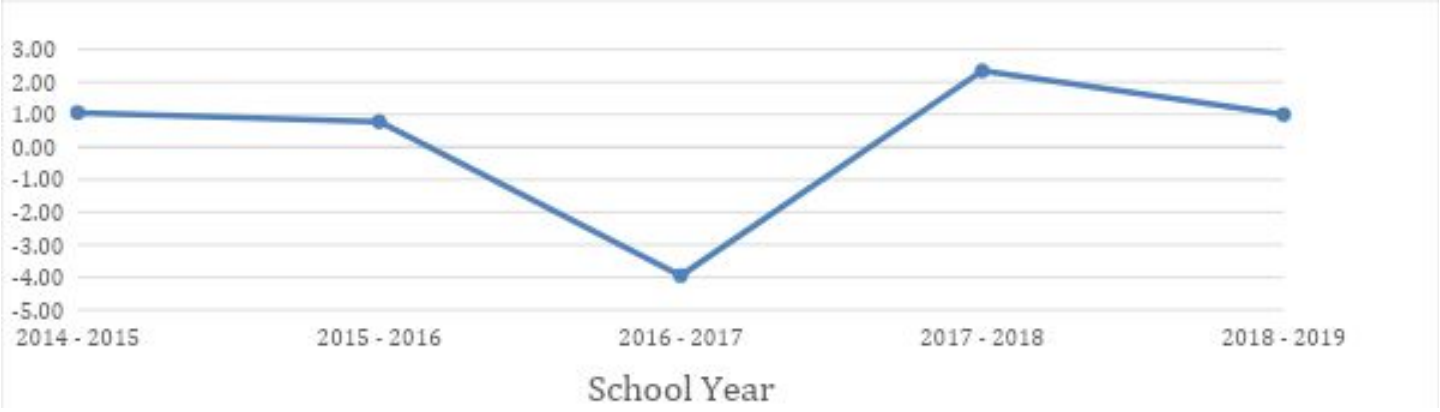
Math

	Math				
	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
3rd	83.9	80.5	66.7	47.9	40
4th	44.2	42.3	46.4	63.5	67.2
5th	69.9	67.7	20.5	42.4	69.8

Science

	Science				
	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
5th	85.5	85.3	76.6	82.1	58.1



GROWTH DATA

Grade	Subject	Number of Students Not Proficient	Decrease in the number of students Not Proficient
3rd	Reading	40 (BOG3)	57.5% (23)
4th	Reading	22	50.0% (11)
4th	Math	43	32.6% (14)
5th	Reading	33	45.5% (15)
5th	Math	34	41.2% (14)
5th	Science	12	33.3% (4)

Projections for 2019-2020

Long Term Goals

Reading Grade 3-8										
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD
Den	222	<10	<10	78	14	<10	124	117	<10	21
Pct	**41.9**	*	*	**35.9**	**42.9**	*	**46.0**	**32.5**	*	**9.5**
Goal	41.9	N/A	N/A	32.6	N/A	N/A	46.8	33.8	N/A	N/A
Status	**Met**	N/A	N/A	**Met**	N/A	N/A	**Not Met**	**Not Met**	N/A	N/A

STAKEHOLDER PERSPECTIVE

PARENT SURVEYS

Strengths

- **77.1%** of parents agreed that, **"The school asks for my input about my child and how he/she learns best."**
- **86.2%** of parents agreed that, **"I have been encouraged to volunteer at our school."**
- **96.6%** of parents agreed that, **"I feel welcome when I enter the building."**
- **86.6%** of parents agreed that, **"I feel my child made adequate progress this year."**

Areas of Opportunities

- Increase the number of participants in our parent nights from **17 to 35** on average
- Increase the size of PTA from **5 to 10** or more dedicated members.

TWC SURVEYS

Strengths

- **Sufficient access to a broad range of support personnel** increased from **80.6% to 86.7%**
- **Central Elementary is a good place to work and learn i**ncreased from **90.0% to 96.7%**
- **School Leadership facilitates using data to improve student learning** increased from **87.1%** to **96.7%**.

Areas of Opportunities

- **Professional development differentiation** is a definitive need with diverse experience ranges on our staff.
- **Teachers feeling encouraged to try new things to improve instruction** could increase from 81.5%.
- Students follow **rules of conduct** should increase from **66.7%.**

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NARRATIVE

The following things are going well at Central Elementary School:

- We have an experienced staff that is student focused
- We have an enrichment/remediation block built into our daily schedule
- We have maintained a performance index of 68 the past two years
- The staff turnover rate remains low
- In-house Professional Development provided by our media coordinator

The following things are challenges at Central Elementary School:

- Increasing parent engagement
- Full implementation of MTSS
- Shifting our discipline focus to be proactive versus reactive

The following are areas of focus at Central Elementary School:

- Effective PLCs (individual student data, rigor, professional growth, and collaborative planning);
- Small group instruction in all content areas and grade levels
- Social-emotional support for students
- Creating MTSS documentation that is effective, grade level specific, and user friendly
- Creating school culture that supports student growth and high achievement

GOALS AND STRATEGIES

GOALS

1. Use data analysis to create and maintain an ongoing assessment of student progress and growth throughout the school year and address student needs during our daily remediation block in all grade levels.
    - Implementation of effective Professional Learning Communities
    - Teachers will analyze student data to target individual students needs to reach proficiency and show growth
    - Instructional resources for teachers that address standards in each content area
    - Identify students through the MTSS framework to improve academic, behavioral, and social abilities
    - Scheduled time each day for intervention/enrichment for students at all ability levels
2. Implement a high-quality MTSS process to address behavioral, academic, and social-emotional needs of our students.
    - Teachers will analyze student data to target individual students needs to reach proficiency and show growth
    - Identify students through the MTSS framework to improve academic, behavioral, and social abilities
    - Scheduled time each day for intervention/enrichment for students at all ability levels
    - MTSS protocols and procedures will be streamlined for staff to make the process more effective and efficient to address individual student needs
3. Ensure all students and staff are engaged and connected to their school, peers, and community in a safe, secure, and welcoming educational setting.
    - MTSS protocols and procedures will be streamlined for staff to make the process more effective and efficient to address individual student needs
    - Use 2nd Step character education curriculum when appropriate to address social and emotional skills of all students
4. Ensure all parents are kept abreast and informed about their child's academic progress and how they can be an active part of their child's learning.
    - Conduct parent nights that will share school wide goals, content specific information, testing tips, and practical strategies for parents to use at home to help address student needs

PROGRESS MONITORING

Grades 3-5

- Case 21 Benchmarks (Grades 3-5 math and reading, 2x per grading period)
- Discovery Education (Grades 3-5 science, daily during science block – Title 1 funds)
- I-Station for ELA classes (Grades K-3, 1x per month minimum)
- Zearn/Prodigy in math classes (Grades 3-5 math classes, daily)

Grades K-2

- mClass for grades K-2 (Grades K-2 reading, 1x every 10 days for most challenged readers)
- Teacher Walkthroughs (All grades, daily with feedback given directly to teachers)

All Grade Levels

- Co-teaching training – August 23, 2019 $5527.00 (TSI Funds)
- PLC's focused on student growth/achievement (All grades, 2x per month)
- Small group instruction (All grades, all content areas, every day)
- MTSS procedures and protocols (All grade levels, all content areas, every day – Title 1 funds)
- Curriculum planning days (Grade level and content specific, 1x quarter – Title 1 funds)

TITLE 1 BUDGET

2019 - 2020 Title I (050) Allocation Summary *Calculations enter themselves based on your allocation worksheet*	
2019 - 2020 Allocation	$32,857.58
2019 - 2020 Parent Involvement Allocation	$1,016.21
Available Funds 2019 - 20	**$33,873.79**
Special Instructional 5330	**$32,857.58**
Substitute Teacher - Staff Development	$6,000.00
Contracted Services	$4,000.00
Instructional Supplies	$5,000.00
Non-Capitalized Instructional Equipment	$4,957.58
Driver Pay - YMCA (All Kids Swim)	$400.00
Workshop Expenses	$5,500.00
Professional Development	$7,000.00
Parent Involvement 5880	**$1,016.21**
Supplies Expense	$900.00
Postage	$116.21
Total Alloctated Expenditures	**$33,873.79**
Remaining Unallocated Funds	**$0.00**

- **Central Elementary School also has $10,000 from TSI funding to address the Students with Disabilities subgroup. We have already spent $5527.00 on Co-teaching training for all of our current teachers. We are currently exploring options to address this subgroup further with the remaining TSI funding.**