

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 Actions

KEY = Key Indicator

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>	<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>	<p>Limited Development 01/26/2018</p>		
	<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. 		<p>Kristina Eisenhower</p>	<p>02/09/2019</p>
	Action(s)		0 of 8 (0%)		
	<p>1 3/13/18</p>	<p>Focus one PLC a month on Math only data and meet with a full team: grade level teachers, administration, innovation facilitators, interventionists.</p>		<p>Bethany Hill</p>	<p>10/31/2018</p>

<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.		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>					

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		
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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		0 of 9 (0%)		
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.)		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.		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>					