

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.

Goals:



! = Past Due Actions KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing 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
<i>Initial Assessment:</i>		We will research our district's school governance policy. We will then take action as needed.	Limited Development 09/21/2015		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

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 will 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
<i>Notes:</i> 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
<i>Action(s)</i>	<i>Created Date</i>		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:		Aligning 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>		<p>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.</p> <p>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.</p>	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:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have documentation from each teacher as highly qualified from our personnel department. Sustaining this effort includes using teacher observations and classroom walkthroughs by administrators to inform them of additional professional learning and resources that may be needed in order for each teacher to continue their growth and keep their highly qualified status.	Full Implementation 03/31/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging 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:		Assessing 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>					
	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
<i>Action(s)</i>	<i>Created Date</i>		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

Notes: 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

Notes: 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:		Expecting and monitoring 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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<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>		<p>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.</p> <p>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.</p> <p>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.</p>	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
<p><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.</p>					

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
Notes: 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
<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		
<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
Action(s)	Created Date				

Notes: