

Comprehensive Progress Report

Mission: To prepare students to achieve the high standards needed to meet the challenges of tomorrow.

Vision: Our vision at Central Park Elementary is a school community where all members are welcomed, valued, and supported. Where the school community sets and maintains high standards of learning in order to inspire and motivate to make a difference.

Goals:

Central Park Elementary will work as a professional learning community to improve Tier 1 instruction in literacy, math, and science by increasing ACT Aspire scores to 75% in literacy.

Central Park Elementary will increase healthy lifestyle choices by monthly newsletters from the physical education department encouraging student and family healthy lifestyles. Staff will be encouraged to participate in the American Red Cross Heart Association drive, the district sponsored Gold Rush and participation in the AIM walk.

Central Park Elementary will collaborate as a PLC to improve individualized instruction in math and literacy for our students with monthly meetings to discuss academic progress.

Decrease achievement gap in math and literacy between all students group and sub-population groups by 3%.



! = 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
<i>Initial Assessment:</i>		School level PLC meetings are held quarterly to address student growth through the use of data. Data driven team meetings are held monthly to assess student achievement and discuss success in the classroom.	Full Implementation 11/29/2017	

ID10		The Leadership Team 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.(45)	Implementation Status	Assigned To	Target Date
Initial Assessment:		CPES teachers have adapted to the process of assessing multiple times a year but are in the early stages of implementation when it comes to using this data to directly inform instruction & grouping. A team consisting of admin, building curriculum coaches, interventionists, and teachers is currently building multiple analytical spreadsheets of common assessment data in order to better inform and progress monitor intervention efforts. Assessment is already fully integrated into instruction & these tools will allow for more frequent monitoring of progress. This team shares many members with the Leadership Team and will utilize these tools to also make decisions about school improvement and professional development needs.	Limited Development 12/10/2018		
How it will look when fully met:		In addition to the "housekeeping" aspects of school that are handled at a Leadership Team Meeting, the LTM will examine trends in the data and use that data to make decisions about school improvement and professional development needs.		Matt Allen	06/28/2020
Actions			0 of 2 (0%)		
	12/10/18	Leadership Team will complete the self-assessment. Results will be compiled and shared at the next LTM to guide next steps.		Matt Allen	11/06/2019
		<i>Notes:</i>			
	10/2/19	A team consisting of admin, curriculum coaches, interventionists, and team lead teachers will create and curate a set of analytical databases specifically to quickly and efficiently display trends across demographic areas as well as academic strands.		Matt Allen	12/30/2019
		<i>Notes:</i>			

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
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Initial Assessment:	<p>We will use a group of highly trained aides 5 days a week to address intervention and enrichment needs in every grade level. Aides will work with our literacy and math coach as well as our intervention specialists to ensure that student needs will be met. The aides will be assigned a grade level teacher and daily lessons will be implemented to ensure academic growth. Groups will be determined by assessment data and instruction will be monitored by the grade level teacher and intervention team. With this plan in place, the goal is to close the achievement gap in math and literacy between student groups and sub-population groups.</p>	Limited Development 09/19/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Highly trained aides will be working with literacy and math coaches and the intervention specialist on a daily basis. Aides will work on a schedule to ensure that all children meeting the criteria for small group aide instruction are being addressed Monday through Thursday with any make up time implemented on Fridays. Children will be progress monitored throughout the school year and data will be collected to show academic improvement or to show additional areas of growth. MAPS will supply the data that is collected to see if growth is present.</p> <p>Two main areas of reading are addressed within our elementary reading instructional plan, decoding and language comprehension, which students must master in order to comprehend what they are reading. (Decoding x Language Comprehension = Reading Comprehension).</p> <p>In kindergarten and first grade, each of these components is addressed separately. Decoding instruction focuses on explicit instruction in Phonological and Phonemic Awareness as well as systematic phonics instruction. Comprehension is addressed through instruction that builds oral language, background knowledge, and vocabulary. Students begin to practice bringing the components together through decodable text and shared experiences. Second grade begins the transformation towards independent reading comprehension. Each side of the reading equation is addressed separately through explicit instruction and begins to evolve toward independent reading comprehension. In third and fourth grade, the decoding side of the equation is addressed through word study that focuses on morphology. Reading comprehension is deepened through more complex texts and continued instruction in reading comprehension strategies.</p>			Bonnie Bedford	05/26/2017
Actions			2 of 4 (50%)		
9/19/16	Training of aides			Kristine Crownover	09/09/2016
	<p><i>Notes:</i> Introduce Aides to intervention schedule and expectations. Aides are trained in research based instructional strategies. Aides will work with assigned classroom teachers, literacy coach and intervention specialist to determine the strategies that are applicable to individual students and or small groups.</p>				

10/2/19	All students are assessed through a screening process to ensure grade level mastery of reading skills.		Stephanie Buerkle, Amy Shell, Bonnie Bedford	06/01/2020
<i>Notes:</i>				
9/19/16	Observation of Aides	Complete 09/16/2016	Matt Allen	09/16/2020
<i>Notes:</i> Observation of Aides and the effectiveness of small group instruction will be monitored daily.				
9/19/16	Progress monitoring. Children in small group instruction will be discussed on a bi-weekly basis to determine effectiveness of instructional strategies based on data.	Complete 09/16/2016	Karrie Arbuckle	09/16/2020
<i>Notes:</i>				
Implementation:		11/05/2018		
Evidence	11/5/2018			
Experience	11/5/2018			
Sustainability	11/5/2018			

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	FE06	The school regularly communicates with parents (families) 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).(5500)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers send home weekly communication to families to keep them informed of the current curriculum being covered in class along with updates of special events. Teachers also encourage parents to ask their children about what they are learning in school and encourage reading at home.	Limited Development 02/05/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> *Multiple parent volunteer trainings offered. Morning and evening time provided. Ongoing training provided year round as parents need alternate days/times or new parents move into school zone. Parent brochure sent home in September detailing opportunities for involvement with returned signature sheet stating they received it. * Central Park has a Parent Teacher Organization that holds monthly meetings to address needs, plan school events, discuss ideas for academic improvements, and ideas on distributing funds * Information packet of school resources and community resources was distributed to parents in September and will be available in new parent packets which will be given to new families to our school when they enroll. * Parent resource center is located in the Counseling Center and office conference room and can provide parents with resources on parenting, tutoring, etc. Computers are available in the school library for parent use if needed. * Bentonville Parental Involvement Survey will be distributed school wide to parent on-line. 		Amanda Williams	08/13/2020
<i>Actions</i>			5 of 6 (83%)		
	2/7/18	Parent Resource Center	Complete 08/14/2017	Amanda Williams	08/14/2019
<i>Notes:</i>					

10/2/19	Teacher communication with families will be frequent and will be handled with professional and cultural sensitivity. Teachers will not rely on written communication alone and will be expected to initiate discussions in person or by phone. [4C]		Karrie Arbuckle	06/01/2020
<i>Notes:</i>				
2/7/18	Information Packet for new students and families	Complete 08/14/2017	Amanda Williams	08/14/2020
<i>Notes:</i>				
2/7/18	Volunteer Training	Complete 09/30/2017	Amanda Williams	09/30/2020
<i>Notes:</i> If parents are unable to attend the set meetings - there will be make up dates as needed				
2/7/18	PTO Meetings	Complete 09/30/2018	Karrie Arbuckle	09/30/2020
<i>Notes:</i>				
2/7/18	Parental Involvement Survey	Complete 12/31/2017	Karrie Arbuckle	12/31/2020
<i>Notes:</i>				
Implementation:		10/02/2019		
Evidence	11/5/2018			
Experience	11/5/2018			
Sustainability	11/5/2018			

Core Function:	High School: Opportunity to Learn
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Effective Practice:	Prepare students for post-secondary options
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HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We have high expectations of our students to perform at the best of their ability. We expect the same from ourselves as a staff and encourage one another to strive for excellence. The staff is also encouraged to recommend any new students that show above average intelligence and problem solving skills to the TREC department as needed.	Limited Development 02/05/2018		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	For TREC consideration - students must score in the high or superior		Matt Allen	08/30/2020

ranges on at least four of the six data measures obtained in order to be placed

A third grade student performing at the Exceeding level in production of writing will demonstrate: whether a sentence should be added or deleted to enhance the focus of a paragraph, use a transition word to logically connect ideas in two closely related sentences. and logically order a simple set of related ideas within a sentence in

A third grade student performing at the Exceeding level in convection of standard English will: determine whether a sentence should be added or deleted to enhance the focus of a paragraph, use a transition word to logically connect ideas in two closely related sentences and logically order a simple set of related ideas within a sentence

A fourth grade student performing at the Exceeding level in production of writing will demonstrate: where a sentence best fits within a paragraph in order to accomplish a specific purpose, provide a sentence that logically connects information in a paragraph to support the main idea, using a transition word to logically connect nonadjacent ideas within a paragraph or to express a contrasting relationship between two sentences in an essay.

A fourth grade student performing at the Exceeding level on knowledge of language will: use language that conveys simple ideas and descriptions precisely and vividly. make effective language choices that are consistent with the overall tone of an essay, use appropriate words to express a simple contrast within a sentence.

A student performing at the Exceeding level conventions of standard English: use the appropriate comparative adjective or adverb forms in compound and complex sentences, recognize and corrects less obvious errors in sentence structure, such as somewhat subtle fragments and run-ons, recognize and correct less obvious comma errors in sentences with compound and complex structures, recognize and correct possessive apostrophe usage with nouns that end in "s".

Students scoring at the levels shown on the Bentonville RIT goals are predicted to be ready on the ACT Aspire in the spring. These RIT levels are therefore considered goals for college readiness. An indicator of readiness that can be measured over the three MAP windows is how far our students (K-4) deviate from these goals.

Actions		1 of 3 (33%)		
11/5/18	Homeroom teachers will be given student-specific data prior to the first day of school that shows individual deviation from RIT goals in Math and Reading. They will use this to inform everything from early intervention to grouping and seating charts.	Complete 06/30/2020	Matt Allen	08/20/2019
<i>Notes:</i>				
11/5/18	At the close of the Fall MAP window, building admin, literacy & math coaches, & interventionist will review overall data to inform their involvement in grade-level PLCs. This will also be used to guide coaching cycles and identify areas where improvement and further support is needed.		Matt Allen	10/05/2019
<i>Notes:</i>				
11/5/18	Teachers will receive reports by test window that specifically address growth and deviation from the goals. This information is meant to be used in conjunction with other, more specific assessments to address student need.		Matt Allen	06/01/2020
<i>Notes:</i>				
Implementation:		11/05/2018		
Evidence	11/5/2018			
Experience	11/5/2018			
Sustainability	11/5/2018			