

Central Community Elementary School

Reading Community School District (Hamilton)



School Profile 2003-2004	
2004-2005 School of Promise in Reading and Mathematics	
School Rating	Excellent
Enrollment	313
Grade Levels	K-6
Percent Economically Disadvantaged	51.9%
Percent Racial/Ethnic Minority	9.3%

District Profile 2003-2004	
District Rating	Effective
District Enrollment	1,408

Lesson 1: Providing Rigorous Instruction Aligned to Standards

Increasing Instruction Time in Reading and Mathematics: Central devotes 120 minutes a day for English Language Arts (ELA) instruction and uses a guided reading approach that addresses the five reading components (phonemic awareness, phonics, vocabulary, comprehension, and fluency). The school also devotes 90 minutes a day to mathematics instruction, based on inquiry-based learning and teacher-directed instruction with manipulatives, computers and daily reinforcements. All teachers monitor student progress in ELA and mathematics on a monthly basis, using monthly progress and assessment data to determine what additional student interventions may need to be implemented to ensure every student meets high expectations.

Collaboration and Common Planning Time: To ensure coordination of instruction, each grade level has a common planning time at least twice a week, totaling 80 minutes. During this time, the principal meets with the teachers to discuss lesson plans, discipline and instructional strategies, as well as update the intervention specialist or gifted educator.

Lesson 2: Providing Leadership That Results in Continuous Improvement

Instructional Leadership: The principal of Central Elementary is visible throughout the school as she visits classroom regularly, greeting students in the morning, and covering classes so teachers may observe other classrooms. She is supportive of their individual professional development needs and willing to problem solve with staff.

Peer Leadership and Professional Development: Central has two instructional leaders who provide school-based professional development and program development to other teachers. These leaders are classroom teachers who are given release time to plan strategies to be discussed at department or grade level meetings. Teachers practice the strategies, observe each other in classes as strategies are implemented, and then discuss the strengths and weaknesses of their efforts.

Lesson 3: Designing Instruction to Ensure Every Student's Success

Vision Statement with High Expectations: Central Elementary sets the tone for every student and teacher with its mission statement: "To prepare students academically, socially and emotionally to reach their potential, become responsible citizens, and develop a love of learning that will continue throughout their lives." With plaques displaying this statement in every classroom, on the school's website, and in the student handbook, Central enforces the belief that every student can succeed and reach high expectations. The school goes further by setting yearly targets for the school and for each student. These goals are based on analyses of various assessment data, including Ohio

Achievement Tests, Ohio Proficiency Tests, Ohio Diagnostic Math Assessments, Developmental Reading Assessments, and various short-cycle district assessments.

Multiple Levels of Intervention: Central Community uses a four-leveled Intervention Based Services approach ranging from in-class interventions to referral to the Intervention Based Services (IBS) Team. The IBS team includes the school counselor, teachers, Intervention Specialists, and Title 1 staff members. Student performance is constantly monitored, and the intensity of the intervention increases if a student does not make sufficient progress with current level intervention. If a Level Three student (most intensive intervention) does not make progress and the IBS team suspects a disability, a referral is made for special education eligibility.

Lesson 4: Engaging Parents and Community to Support Student Success

Parental Involvement Begins Early: Central is committed to developing a mutually supportive educational team with parents. Along with an introduction to school staff and exposure to kindergarten activities and expectations at a spring orientation before school starts, the parents of entering kindergarten students receive take-home packets and are loaned electronic learning tools to support early literacy and phonemic awareness.

Parent Resources: The school has a Parent Resource Library with materials that parents may borrow and use with their children. For example, materials include parenting books on child development and discipline. There is a parent resource librarian who shares materials and provides parent training.

Community Connections: The school engages a number of local community businesses to support its academic program. One company provided scholarships to Central Elementary students for an after-school science program and sponsored an annual Black History Essay contest. A second company volunteered and assisted with the Center of Science Industry's COSI on Wheels program, a traveling program that brings hands-on science experiences to Ohio schools.

Lesson 5: Creating a Culture Where Each Individual Feels Valued

Student Recognition: To create a culture of individual value, Central Elementary uses a variety of programs to honor individual achievements. Twelve students are chosen, based on essays, to be on Leadership Council. The council identifies how to help the school, assists teachers in monitoring student recesses, and aids the school in other various ways. Further, at the end of the school year, a schoolwide awards assembly gives recognition to students who have achieved in attitude, attendance or academics.

Discipline as Prevention: Central uses discipline to ensure a respectful, behaved culture where the individual can thrive. The school has a firmly established schoolwide discipline program with four general rules: (1) respect others through actions and words; (2) listen and follow directions; (3) take care of the school; and (4) be quiet in the hallway. Teachers maintain weekly behavior charts on students aligned to the rules. The schoolwide discipline plan has colored cards with consequences so that teachers can provide immediate feedback to students.