

Comprehensive Progress Report

Mission:

Leading our community
Encouraging our partnerships
Achieving our goals
Discovering our voice

Vision:

Leading
Encouraging
Achieving
Discovering

Goals:

We will increase our reading proficiency by 5% across all grade levels, as is evidenced by local assessment data for K-2 and state End-of-Grade assessment data for 3-5. Goal progress will be supported by school-wide work on A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers (MTSS).

100% of staff will design and implement school-wide programs that focus on student emotional needs and college and career preparation through identification of needed supports and interventions. This goal will be supported through progress made on Dimension A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary and Dimension A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

100% of teachers will identify and implement specific research-based instructional strategies that enhance rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students. Goal progress will be supported through our EmpowerED Plan and progress on Dimension C2.01: The LEA/School 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.



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> • Evidence of full and effective implementation: At Sandy Ridge, we have a PBIS system with training, Leader in Me, observation/walk-through data, visual supports throughout the building, the first eight days (LIM) and implementation information/data. Our master schedule has 15 minutes of "RAMS time" built in for reinforcing the 7 habits of the Leader in Me and for building positive classroom communities. Parent, student, and teacher surveys consistently score high in the area of a positive school community and character development. • How we will sustain efforts: We will continue to employ training and monitoring practices for the above mentioned initiatives and will review letter and tracking data on a monthly basis. Teachers will also revisit RAMS expectations with students following breaks and as needed. 	Full Implementation 06/26/2019		

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Current level of implementation during the 2018-2019 and 2019-2020 school year: LIMITED: We have a MTSS/PBIS team in place as well as MTSS/PBIS school handbook. Tier 1 core plans have been introduced, a data dashboard with information on each student has been developed, data decision rules have been established and standard treatment protocols are available for Tier 2 and Tier 3 support. <p>In early September of 2020, all staff worked together to complete the SR Needs Assessment. For Dimension A3: Data Analysis and Instructional Planning, the overall score for this section was 75%. Although it is not one of our lowest score as a team we feel this indicator was not fully met in the past year and would like to continue to build upon the action steps.</p>	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>			We need to work on progress monitoring, continued professional development, and incorporation of the instructional coach to further develop instructional practices. We will ensure all teachers are provided guidance to support and develop Core instructional plans for literacy and math, and help provide assistance with reviewing data to further support students identified in tiers 2 and 3. This will be accomplished through weekly PLC meetings, extended planning opportunities at least 2x/year, and progress monitoring training.		Tracey Kerstetter	04/30/2021
Actions				0 of 4 (0%)		
	9/29/19	All grade level PLCs will establish tier 1 core plans for reading and math.			Kelly Karalunas	11/30/2020
		<i>Notes:</i> Fall work will be completed by PLCs in September and October of 2020. The teams may need additional time over the following few weeks to make revisions. Teams will monitor progress on their core plan throughout the year with an additional extended planning opportunity later in the year.				

9/29/19	The school PLC (admin and IC) will meet weekly to review data related to our MTSS system, such as attendance, discipline, academic performance, and behavior.		Tricia Yetter	12/04/2020
<i>Notes:</i> Once our data is updated and ready for analysis in our data dashboard we will use our already established leadership team meetings to review the data mentioned above.				
9/29/19	Ensure standard treatment protocols for tier 2 and 3 interventions are established and communicated out to all teachers. This process will require training.		Tricia Yetter	02/04/2021
<i>Notes:</i> Through MTSS team meetings. regular review of identified students and monitoring of interventions will occur.				
9/29/19	The IC and teacher leaders will attend PD on progress monitoring and provide training for all teachers.		Kelly Karalunas	03/19/2021
<i>Notes:</i> While the official training will occur in one opportunity by content area, additional opportunities will be provided for teachers that request support.				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none">Current level of implementation: As of August 2020 at Sandy Ridge, we conduct annual counselor trainings, and we have a PBIS system, Leader in Me, daily habit time (RAMS time), referrals for individual and group counseling, and regular collaboration of all staff with the counselor. <p>In early September, all staff worked together to complete the SR Needs Assessment. For Dimension A4: Student support services, the overall score for this section was 75%, which was one of our lowest scores.</p>	Limited Development 06/26/2019		
How it will look when fully met:			We need to follow the practices in the above assess section and include an SEL PD (our district is in the process of developing an SEL curriculum), provide curricular information to staff, develop a teacher toolkit, include/initiate weekly conferencing time between students and staff. Also, we will incorporate/utilize county personnel, and push community awareness about available mental wellness resources.		Nancy Chorney	05/31/2021
Actions				0 of 5 (0%)		
	9/29/19	Ensure time is built into the schedule weekly to allow for 1:1 conferencing between students and classroom teachers to support student emotional well-being with a goal of meeting with each student at least once per month.			Kelly Karalunas	12/04/2020
Notes: Teachers will use "WIG Wednesday" to update their goal and confer with students about his/her goal progress.						
	9/29/19	Develop a "teacher toolkit" of SEL resources to be given to teachers to help them identify and support student SEL needs.			Lauren Anderson	01/06/2021
Notes: Some of this work can be completed through our own research and collaboration with our counselor and Student Support Services Department. The "toolkit" will not be complete until we receive the SEL curriculum from the county.						

9/29/19	Distribute information to families related to student SEL. This can include local presentations/information sessions, and school/district resources. Information will be communicated via ConnectEd phone message/email and posted in our "community event" area in our front office.		Kim Gibson	05/30/2021
<i>Notes:</i> Session/resource information will be communicated out weekly if available.				
9/29/19	Provide training to all teachers on the district's new SEL curriculum.		Becky Irvin	05/30/2021
<i>Notes:</i> The target date and recurrence could change, as we do not have any information yet related to the roll-out of this curriculum.				
11/17/20	Utilize data from panoramic survey to plan and coordinate plans to support students.		Tricia Yetter	05/20/2121
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none">Current level of implementation: LIMITED: We have parent input forms and student cards completed by teachers to help with student placement for the following school year. The transition to middle school for 5th grade students is supported by counselor guidance lessons, visit by the middle school principal, and a field trip to the middle school. Student intervention (MTSS) plans are continued to the next grade level. <p>In early September, all staff worked together to complete the SR Needs Assessment. For Dimension A4: Student support services, the overall score for this section was 75%. Although this was not our lowest score as a team it was decided that it was not fully implemented and is a valuable piece to be successful at Sandy Ridge Elementary</p>	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>			<p>We need to work on involving students across all grade levels in the organizing and planning of the transition process through opportunities such as a “Step Up Day”, spring middle school visit, band visit, "first eight days", IEP's and 504's transition meetings. We are also working with the middle school to plan a fall school visit opportunity for current 5th grade students (scheduled for 9/27).</p> <p>We will continue to teach all students about college, career, and next grade readiness through the curriculum and/or classroom guidance lessons.</p>		Lauren Caddell	05/31/2021
<i>Actions</i>				1 of 4 (25%)		
	9/29/19	All classroom teachers will implement components of "the first 8 days" of the leader in me to establish a positive classroom environment and to prepare the students with skills and leadership development needed for the next grade level.		Complete 11/09/2020	Tricia Yetter	11/23/2020
Notes: Teachers use morning "RAMS" time to review the 7 habits of the Leader in Me and to review information from the first 8 days.						

9/29/19	Create and implement a "grade level classroom buddy" system that pairs an upper grade class with a lower grade class to build relationships, support academics, and allow opportunities for student to learn about "happenings" in other grade levels.		Tricia Yetter	01/12/2021
<i>Notes:</i> All classes should have had their first meeting by 11/12/19 and should meet at least 1x/month throughout the school year.				
9/29/19	Partner with our local middle school to set up a minimum of 2 opportunities for our 5th grade students to visit the middle school to support a smooth transition.		Tracey Kerstetter	05/08/2021
<i>Notes:</i> Sandy Ridge will be working with Marvin Ridge Middle School to provide opportunities for the transition of the 5th grade students to 6th grade. An early and late spring data will be provided virtually unless in person restrictions are lifted.				
9/29/19	Plan a "Step Up" Day for all students in the spring to learn about the skills needed to be prepared for the next grade level.		Lauren Caddell	06/08/2021
<i>Notes:</i> The details of this event will be forthcoming. It will likely not be an all day event.				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Evidence of full and effective implementation: Our district, Union County Public Schools, has a school performance department that monitors instruction at each school, as well as district personnel that monitor the school improvement planning process. How we will sustain efforts: We will continue to work with district supervisors to complete and monitor all required action steps of the school improvement planning process 	Full Implementation 07/16/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<ul style="list-style-type: none"> • Evidence of full and effective implementation: The School Improvement Team meets 1x/month, and the MTSS team meets 1x/month to review the implementation of effective practices. We also have a Leader in Me Lighthouse Team, as well as a PBIS team that also meet 1x/month to review best practices. These teams include administration, grade level and department teacher representatives, and support staff. We will provide copies of agendas and meeting minutes for documentation. • How we will sustain efforts: We will continue to schedule and complete these meetings along with meeting agendas and minutes. This year we also plan to initiate monthly grade chair meetings with administration to ensure fidelity and accountability with the implementation of best practices across all grade levels and departments. 	Full Implementation 07/16/2019		
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Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<ul style="list-style-type: none"> • Evidence of full and effective implementation: There is daily planning time of at least 40 minutes/day for teachers as is evidenced in our master schedule and PLC agendas and minutes. Our PLC teams have assigned roles and responsibilities to support the team structure. Additional half day planning opportunities are provided for teams for extended planning. • How we will sustain efforts: We will continue to ensure time is provided daily for teachers for instructional planning (during their student's specials times). In addition, we will provide half day plannings for teachers at least 2x/year to support additional planning needs. Finally, we will implement 1x/month "Leading Labs" to allow all teachers to observe other teachers for the purpose of accountability of school-wide initiatives/criterias for success and to observe best practices. 	Full Implementation 07/16/2019		
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Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<ul style="list-style-type: none"> • Evidence of full and effective implementation: The principal and instructional coach conduct regular walkthroughs using an EmpowerED walkthrough tool (aligned to our district EmpowerEd instructional framework). Feedback was collected and immediately emailed to teachers. We also discussed feedback and monitored progress during grade level PLCs. <p>In early September, all staff completed the needs assessment rubric. For Dimension B3: Monitoring Instruction in School, the overall score was 93.75, our second highest score on the rubric (this reveals an area of strength).</p> <ul style="list-style-type: none"> • How we will sustain efforts: We will continue to create, follow, and provide feedback during scheduled walkthroughs and observation post-conferences. 	<p>Full Implementation 07/16/2019</p>		
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Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School 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.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Current level of implementation: LIMITED: While school performance data and classroom observation data is regularly reviewed, it is not always used in school improvement and PD decision-making.</p> <p>In early September, all staff completed the instructional teams self-assessment rubric. For Dimension A3: Data Analysis and Instructional Planning, the final score for this section was 81% according to the staff in September/October. Many procedures have been put in place to improve this score from the previous year. As a staff and a School Improvement team, it is necessary to continue to look a school data and performance to make decision and seek information to improve instruction and school needs.</p>	Limited Development 06/26/2019		
How it will look when fully met:			We need to work on using data regularly to DRIVE instructional decisions. This will be accomplished by re-establishing PLC's, updating our planning room and regularly posting data, and initiating the requirement and analysis of pre and post assessments for all units of study across all grade levels. Each PLC will also set their own goal to support work in this area. In addition, we have developed teacher led PD opportunities for all teachers based on data from walk-throughs and surveys.		Kelly Karalunas	04/02/2021
Actions				1 of 4 (25%)		
	9/29/19	Implementing weekly data meeting days with PLCS (every Tuesday).		Complete 10/05/2020	Tricia Yetter	10/30/2020
Notes: Administration and the IC have set the expectation for pre and post assessments for all units. Teachers come to Tuesday PLC meetings with data to review/analyze.						

9/29/19	Set PLC "non-negotiables" for the 2020-2021 school year, including "All teachers will create and implement a pre and post assessment for all units (in which there is a post assessment)". All grade level PLCs have also committed to having teacher created agendas and minutes and to including Level 4 Depth of Knowledge (DOK) questioning/thinking skills throughout the daily reading block.		Tricia Yetter	01/23/2021
<i>Notes:</i> The frequency of assessment could vary depending upon the time-frame of the unit.				
9/29/19	"Re-do" our PLC planning room by creating a "design" team to ensure we have a place to post our school-wide and grade level data. We will ensure our data is posted by 1/30/2021.		Tricia Yetter	03/01/2021
<i>Notes:</i> We will ensure we update our data at least monthly.				
9/29/19	Work with each PLC to analyze data and create "Keys to EXCEED" in the areas of classroom environment, student actions, and teacher actions, and use this information to create a new walk through tool.		Tricia Yetter	03/30/2021
<i>Notes:</i> We will conduct "Leading Labs" with the teachers to gather data for accountability with our "Keys to EXCEED" and we will make modifications in these areas as needed.				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Current level of implementation: LIMITED: At Sandy Ridge, we have a system in place to evaluate staff through NCEES. Administration develops annual plans to ensure each teachers receives the required number of observations and evaluations in a fair manner. Staff are rewarded for their efforts through praise/affirmations by school leadership and peers, incentives such as jeans passes and celebrations, and leadership opportunities. This year, teacher leaders are being provided with the opportunities to develop, facilitate, and lead PD for staff. We follow county procedures and protocols for recruitment and replacing staff, such as using the district's Applitrack system.</p> <p>In early September, all staff completed the needs assessment (self-assessment). As a school, for Dimension C3: Talent recruitment and Retention, the overall score was a 75%, one of our lowest scores on the rubric (this reveals work needs to be done to improve this area).</p> <p>We need to work on setting criteria for rewarding staff and for ensuring we have recruitment strategies that focus on diversity. We are currently working with our district and other outside groups to develop partnerships to improve the recruitment and retention of a more diverse work force in our school and district.</p>	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
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Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians 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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Evidence of full and effective implementation: Each week, the principal sends out weekly calls/emails to all parents/families and teachers send home weekly emails, newsletters, and/or website updates. This expectation for teacher communication is documented in the staff handbook. We also provide a fall curriculum night for all families as well as classrooms celebrations throughout the school year to highlight student work. <p>In early September, all staff completed the needs assessment, self-assessment rubric. For Dimension E1: Family Engagement, the final score for this section was 62.5%, mostly due to the school not having practice and planning in place for family academic support and events. Although Sandy Ridge and UCPS parent surveys score high in the areas related to communication and engagement. It is clear that there is an area of need to better communicate not only accomplishments and family events but better use of events surrounded with academics in mind.</p> <ul style="list-style-type: none"> How we will sustain efforts: We will continue to implement and monitor the practices mentioned above, as well as to review this information four times a year. <p>This year our Parent volunteers are transitioning to a PTO. Sandy Ridge will be assisting them with communication till their process is complete. will initiate communication through regular e-blasts to all families.</p>	Limited Development 06/26/2019		
<i>How it will look when fully met:</i>			Through the use of community, county and school surveys Sandy Ridge Elementary will communicate and listen to stakeholders to provide timely information. In addition, regular use of social media to promote school celebrations and events to build a positive and active school culture.		Donna Ko	05/27/2021
<i>Actions</i>				0 of 3 (0%)		
	11/18/20		Sandy Ridge will utilize social media weekly, if not daily, as a mean to inform and promote school success and events.		Donna Ko	12/18/2020

Notes:

11/18/20

Sandy Ridge will utilize county surveys and Parent surveys to create communication to its stakeholders and address concerns and promote success.

Tracey Kerstetter

01/15/2021

Notes:

11/18/20

Sandy Ridge will utilize the use of the Leader in Me program and performance data to create two opportunities for families to be engaged in community events surrounded around the academics at Sandy Ridge Elementary.

Jackie Vandegrift

05/28/2021

Notes: