

## Comprehensive Progress Report

**Mission:**

As a pirate, I will... challenge myself to show pride and positivity in everything I do.

**Vision:**

Porter Ridge Elementary School will seek to maintain a safe and positive learning environment where students are empowered to ... grow academically, socially, and emotionally.

**Goals:**

All students will show a 10% increase in overall math proficiency as demonstrated by iStation Assessment.

All students will show a 10% increase in overall reading proficiency as demonstrated by iStation Assessment.



! = Past Due Objectives

KEY = Key Indicator

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>		<p>We have established the following</p> <ul style="list-style-type: none"> <li>Reward system in place</li> <li>School-wide expectations</li> <li>School-wide Consequences</li> <li>Behavior plans for at-risk students</li> <li>Class Dojo Rewards System (provides immediate feedback to the parents)</li> <li>PBIS School Store</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>		<p>Create a cohesive behavior system that has buy-in for all students and staff</p> <p>Provide training to ensure clear communication of procedures and guidelines for students and staff</p> <p>Monitor student behavior data</p> <p>Create videos to teach school-wide expectations and rules</p> <p>Classes view and discuss videos to teach school-wide expectations and rules. (Expectations of new procedures due to COVID19 have been made and viewed)</p>		Brianne Johnson	06/01/2021
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	8/14/19	Create cohesive behavior system that has buy-in for all students and staff	Complete 08/22/2019	Meredith Sizemore	08/27/2019
<p><i>Notes:</i> PBIS manual updated and reviewed with all staff during PRES annual staff meeting.</p> <p><a href="https://docs.google.com/document/d/1DVy5hIDpTE7lGtzZhJEcouRCfBNu-bQLuXGjox1cF3Q/edit">https://docs.google.com/document/d/1DVy5hIDpTE7lGtzZhJEcouRCfBNu-bQLuXGjox1cF3Q/edit</a></p>					

9/16/19	Provide ongoing support and communication with the PBIS team to ensure clear communication of procedures and guidelines for students and staff.		Learning and Teaching Committee (PBIS sub committee)	06/01/2021
<i>Notes:</i>				
9/16/19	Procedures will be retaught to students after any long breaks from school or changes to procedures.		Learning and Teaching Committee (PBIS sub committee)	06/01/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>Using exit tickets to drive instruction</li> <li>Grade level planning</li> <li>high expectations</li> <li>County pacing guides</li> <li>9 week benchmark assessments</li> <li>Strategy small groups</li> <li>i-station</li> <li></li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>		When this indicator is fully implemented, teams of teachers will plan and implement instruction in all content areas. The instruction will be enhanced and deepened by incorporating small group lessons in reading using the Jan Richardson model. Students will show mastery of content from the previous and current school year.		<b>Valorie Slate</b>	<b>06/01/2021</b>
<b>Actions</b>			<b>3 of 5 (60%)</b>		
10/31/19		Staff will participate in 2 days of professional development with a Jan Richardson reading consultants.	Complete 12/14/2020	Teaching and Learning Committee	01/30/2020
<i>Notes:</i>					
9/16/19		Continue to purchase resources to support the Jan Richardson guided reading model.	Complete 03/02/2020	Teaching and Learning committee	06/15/2020

*Notes:* Additional material needed to support Next Steps in guided reading was purchased.

9/16/19 Staff will utilize Discovery Lab space and resources to deepen understanding of content knowledge

Complete 01/13/2020

Teaching and Learning Committee

06/15/2020

*Notes:* Material purchased was presented to the staff along with mini-tutorials. A check-out system was created, in which teachers can check out materials to use with their class.

10/31/19 A PD session is being planned for January of 2021. This will launch us for the rest of the year. We will have several mini- sessions after that.

Teaching and Learning Committee

06/01/2021

*Notes:*

12/14/20 Grade levels are working together to utilize instructional time to fill gaps due to missing instructional time during the 2019-2020 school year

Teaching and Learning Committee

06/01/2021

*Notes:*

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"> <li>A MTSS Team has been established</li> <li>Data dashboard created and update by benchmarks</li> <li>The master schedule has an intervention and enrichment block (30 minutes) built-in</li> <li>Children are placed in tiers and met with evidence-based instruction is provided</li> <li>Tier 3 Reading intervention is done by a staff member</li> <li>Tier 1 and Tier 2 reading intervention is conducted by the classroom teacher</li> <li>Tier 1 and Tier 2 math intervention is conducted by the classroom teacher</li> <li>Tier 3 Math interventions are conducted by a staff member</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>		All school personnel will understand the importance of differentiated and individualized instruction. Teachers will also have access to a wide range of possible academic intervention strategies in order to best provide and modify interventions in the classroom in an on-going effort to reduce the number of students receiving specialized and separate services.		Jalonda Polk	06/01/2021
<b>Actions</b>			<b>2 of 5 (40%)</b>		
	9/16/19	Instructional Assistants will receive IRLA Training to provide standards-aligned intentional and focused small group reading instruction	Complete 10/10/2019	Teaching and Learning Committee (MTSS sub committe	06/15/2020
		<i>Notes:</i> Teacher assistants were trained on 10/9/19. Intervention groups started on 10/14/19			
	9/16/19	Instructional Assistants will support grades provide additional instruction in word study/word work in kindergarten to 3rd grade during guided reading block	Complete 06/15/2020	Randall Daddio	06/15/2020
		<i>Notes:</i> Master schedule has been created and teacher assistants are working with K-3 classes during the reading block.			
	12/2/20	MTSS team will use Core Phonics assessment and Number Knowledge assessment to determine focused tier 3 intervention for reading and math.		MTSS team	12/18/2020
		<i>Notes:</i>			

12/14/20	Monthly ISIP diagnostic in reading and math will be used to guide Tier 1 instruction.		Teaching and Learning Committee (MTSS sub committee)	06/01/2021	
<i>Notes:</i>					
12/14/20	All students complete 40 minutes of istation in EACH reading and math per week.		Teaching and Learning Committee (MTSS sub committee)	06/01/2021	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>• Building relationships</li> <li>• K-2 teachers participate in morning meetings</li> <li>• SEL lessons Provided by the school's counselor</li> <li>• Emotional ABC's program for k-2 students</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>		<p>Teachers will be able to effectively use multi-tiered system of support to proactively identify students who may need additional social/emotional support to be successful academically.</p> <p>School personnel will utilize resources, including parents to best provide interventions that will create a lasting, positive impact on students' social/emotional needs and academic achievement.</p>		<b>Brianne Johnson</b>	<b>06/01/2021</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
12/2/20	insert action plan here		Learning and Teaching Committee (SEL team)	06/01/2020	
<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"> <li>• kindergarten transition plan</li> <li>• some grade levels have planned to meet with different grade levels</li> <li>• teachers group students for next grade</li> <li>• 5th grade transition plan</li> <li>• EC transition plans</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Union County Public Schools has an MTSS District Leadership Team ma	Full Implementation 09/16/2019		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>• grade level meet to plan</li> <li>• school wide teams for parents</li> <li>• PBIS</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>walkthroughs</li> <li>high expectations</li> <li>formal observation with post conference</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>					
<b>Actions</b>					
Notes:					

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>Math supports (Meredith Stanley)</li> <li>Guided reading supports (Jan Richardson)</li> <li>Look at all subgroup data</li> <li>Walk through observations</li> <li>Ellevation Training</li> <li>Unit Assessments</li> <li>Consultant Resources (Jan Richardson guided reading)</li> <li></li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>		When this indicator is fully implemented, the school leadership team will be able to use school performance data and classroom observation data to determine areas of strength and need within the school. The team will then use this information to determine how best to support the needs of the school through professional development and other necessary resources to support instruction.		Jalonda Polk	06/01/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/29/19	The staff will use various forms of data to identify academic strengths and weaknesses. Data will then be used to identify next steps.		Teaching and Learning Committee	06/01/2021
Notes:					



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>		<ul style="list-style-type: none"> <li>• BT Mentor and support program</li> <li>• Coaching</li> <li>• Peer observations</li> <li>• UNCC mentor coach</li> <li>• Teacher interview teams</li> <li>•</li> </ul>	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
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"> <li>• Pirate Press</li> <li>• Tuesday folders</li> <li>• Social media</li> <li>• connect Ed</li> <li>• STEAM Night</li> <li>• Fall festival</li> <li>• PTO</li> <li>• Classroom website</li> <li>• classroom newsletter</li> </ul>	Full Implementation 06/25/2019		