

Comprehensive Progress Report

Mission: Ponderosa Elementary School will strive to provide a safe and inviting atmosphere to stimulate continuous improvement for respectful, life-long learners.

We are determined to educate our students to be responsible, organized, successful, and attentive individuals.

Vision:

Goals:

By the end of the 2022-2023 school year, 65% of students will demonstrate at least one year's growth, or learning gain, as measured by the NC EOG Reading state assessment.

By the end of the 2022-2023 school year, 60% of students will demonstrate at least one year's growth, or learning gain, as measured by the NC EOG Math state assessment.

By the end of the 2022-23 school year, our school will have a composite score of 67% or greater.

By the end of the 2022-2023 school year, 75% of students will demonstrate at least one year's growth, or learning gain, as measured by the NC EOG Science state assessment.

By the end of the 2022-2023 school year, the following subgroups will have 50% or higher proficiency rate: Black, Multi-Racial, Pacific Islander, and American Indian. Although one American Indian was represented and no longer attends Ponderosa we will identify current enrolled American Indians students to ensure that processes are in place to support academic achievement.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Currently, teachers are utilizing the county's newest ELA resource Wonders and our math resource enVision, to plan and implement unit plans to ensure that students master standards-based objectives and learning goals. During weekly planning after school, each grade level meets to identify and unpack learning standards according to the CCS pacing guide and plan targeted lessons for optimal student growth. Additionally, we also have biweekly PLCs to provide time for analyzing student data to effectively plan differentiated lessons that are geared towards all students' needs.	No Development 09/21/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will have planned and implemented units of instruction that were fully aligned with state standards and district pacing. Teachers will have a clear understanding of what students should know and be able to do for each standard. They will incorporate high yield strategies in all subject areas. As a result, our schools overall proficiency rate will increase from 50.1% to 67% by the end of the 2022-2023 school year.		Franeisha Soles	05/26/2023
<i>Actions</i>			0 of 3 (0%)		
	9/21/22	Designated uninterrupted weekly PLCs and after-school collaborative planning sessions as indicated on the master schedule.		Franeisha Soles	05/12/2023
<i>Notes:</i>					
	9/29/22	The instructional coach and CCS Curriculum specialists will implement standards-aligned Professional Development for teachers to ensure lessons are planned and implemented effectively.		Waylinda Williams	05/12/2023
<i>Notes:</i> High Yield Strategy has been modeled during September SIT Meeting.					

9/29/22	The Instructional coach and the administrative team will provide high yield strategies professional development opportunities for teachers to implement in daily classroom instruction.		Franeisha Soles	05/12/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
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<i>Initial Assessment:</i>	Currently our MTSS teams meets weekly to review data on students who are receiving tier II & III interventions in the students area of need. Additionally, during PLCs, the leadership team and grade levels are reviewing 2021-2022 EOG assessment data and CCS created unit assessments through MasteryConnect to identify and track students in our lowest performing subgroups.		No Development 10/10/2022		
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<i>How it will look when fully met:</i>	When this objective is fully met, teachers will be able to track student data using MasteryConnect CCS created benchmarks and our four lowest performing subgroups will have an increase in proficiency. Our three lowest performing subgroups are: Black, Multi-Racial, and Pacific Islander. Our goal for each subgroup is to have a proficiency score of 50% or higher by the end of the 2022-2023 school year.			Leon Borders	05/26/2023
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Actions			0 of 3 (0%)		
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10/10/22	The instructional coach and CCS curriculum specialists will implement professional development for teachers to ensure standards-aligned lessons are created and implemented effectively.		Leadership Team	04/28/2023
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<i>Notes:</i>				
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10/14/22	The Leadership team will ensure that at least 3 opportunities of professional development on assessments and data sources will be provided during scheduled data days.		Waylinda Williams	04/28/2023
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<i>Notes:</i>				
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10/10/22	During weekly PLCs, the leadership team and the instructional coach will review data sources with grade levels to monitor the on-going proficiency rates among our lowest performing subgroups.		Franeisha Soles	05/12/2023
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<i>Notes:</i>				
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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
<i>Initial Assessment:</i>		The Leadership team is developing clear expectations for teachers regarding lesson plans, classroom instruction, and best practices. We are reviewing learning targets and formative assessments assigned in Canvas. We are refining our PLC/Collaborative planning processes to include identifying essential standards and unpacking those standards in order to establish clear learning targets, monitoring the use common formative assessments, and using county vetted resources in order to meet the needs of all learners.	Limited Development 09/21/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, the Administrative team will have completed weekly walkthroughs, monthly iRounds, monthly observations, and end-of-year summatives and will have provided timely feedback after each visit to ensure student learning opportunities are standard-aligned and small-group instruction is differentiated, target, and intentional.		Waylinda Williams	05/12/2023
Actions			0 of 3 (0%)		
10/5/22	The Leadership team will review weekly lesson plans and small-group instructional plans to ensure standards and activities are aligned.			Franeisha Soles	05/12/2023
<i>Notes:</i>					
10/5/22	The principal will create a monthly teacher observation schedule for the purpose of completing monthly observations and end-of-year summatives.			Waylinda Williams	05/12/2023
<i>Notes:</i>					

10/5/22	The Administrative team will create a schedule for completing walkthroughs.		Leon Borders	11/01/2023
Notes:				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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<i>Initial Assessment:</i>	Currently we have reviewed BOG3, mClass, and Successmaker data to determine strengths and areas of weaknesses. As additional data from mClass, K-2 Math assessments, Wonders Pre and Post assessments, and Math unit assessments, and Mastery Connect data become available, we will continue to disaggregate data during PLCs to plan for targeted instruction and interventions to improve student learning. Additionally, the Leadership Team met with the staff to review data from the 2021-2022 school year. We will review it in greater depth to determine areas of strengths and weaknesses to determine professional development needs. Furthermore, this data was also shared with our families during our annual Title I meeting.	Limited Development 09/21/2022		
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How it will look when fully met:	When this objective is fully met, our core leadership team and teachers will be able to effectively disaggregate data and drill down data to specific standards and individual students during PLCs and data days. Furthermore, teachers will use the data to facilitate targeted whole-group instruction, targeted small-group instruction, and implement interventions and use high yield teaching strategies that will lead to a proficiency score of 67%.		Waylinda Williams	05/12/2023
Actions		0 of 3 (0%)		
9/24/22	Complete walkthroughs to gather data to determine areas of strengths and areas of concern to determine professional development needs.		Franeisha Soles	05/12/2023
<i>Notes:</i>				
9/29/22	School wide implementation of teacher & student data notebooks to track data throughout the school year. Data notebooks should identity how students are progressing towards individual goals.		Tanya Fyffe	05/12/2023
<i>Notes:</i>				
9/29/22	The school will implement learning walks for teachers to gather insight regarding successful instructional and engagement strategies.		Tracy Jones	05/12/2023
<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
Initial Assessment:		Currently our school communicates with families using the Parentlink message system, disseminating hard copies of pertinent information, as well as using ClassDojo and Twitter. Teachers communicate with parents using emails, ClassDojo, telephone calls. We have a curriculum night schedule for October 13, 2022. Parents will be provided with pertinent information to support their children’s learning and how to access PowerSchool and Canvas. Additionally, parent teacher conferences are also scheduled at the end of reporting periods - 1st, 2nd, and 3rd nine weeks. Parents will have access to PowerSchool to consistently check student grades.	Limited Development 09/24/2022		
How it will look when fully met:		When this objective is fully met, the school will have regularly communicated with parents using Parentlink messages, ClassDojo, Parent/Teacher Communication Agenda, Homework Folder, and our school's Web Page. Additionally, parents will have had an opportunity to attend ELA, Math, RTA curriculum nights. They will have had training on how to access Canvas assignments as well utilize the CCS parent portal and ClassDojo.		Tracy Jones	05/12/2023
Actions			0 of 3 (0%)		
	9/24/22	The principal will set up and utilize a school wide ClassDojo account.		Leon Borders	11/01/2022
<i>Notes:</i>					
	9/25/22	Using Parentlink, the administration will send out weekly updates.		Waylinda Williams	05/12/2023
<i>Notes:</i>					
	9/29/22	The school will implement at three parent information sessions to consistently inform families about curriculum and academic instructional strategies to improve student learning.		Tracy Jones	05/12/2023
<i>Notes:</i>					