

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.

Collectively striving for excellence, we are determined to educate our students to be responsible, organized, successful, and attentive individuals.

Vision:

Goals:

By the end of the 2023-2024 school year, our school will have a overall proficiency of 60% or greater.

By the end of the 2023-2024 school year, at least 60% of our students will demonstrate proficiency as measured by the NC EOG Reading state assessment.

By the end of the 2023-2024 school year, at least 60% of students will demonstrate math proficiency as measured by the NC EOG Math state assessment.

By the end of the 2023-2024 school year, at least 70% of students will demonstrate proficiency as measured by the NC EOG Science state assessment.

By the end of the 2023-2024 school year, the following subgroup will have an overall proficiency of 50% or higher in all subjects: Black. Additionally, Students with Disabilities will have an overall proficiency of 25% or higher in all subjects as measured by the NC Reading, Math, & Science state 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>			Based on disciplinary data paired with PBIS implementation observations, the leadership team has placed a high priority on A1.07 (All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them). Targeting this goal, the Exceptional Environment Correlate has revamped the implementation of the PBIS program. Part of this process is ensuring that teachers are all using ClassDojo as the sole token system in which students can be acknowledged for positive behaviors. Additionally, the correlate has put a plan of action in place for additional methods to recognize students aside from PBIS rewards.	No Development 07/20/2023		
<i>How it will look when fully met:</i>			When the objective is fully met disciplinary data should reflect a decrease in classroom disruptions which would consequently maximize teachers' instructional time. The team will use disciplinary data from the 22-23 school year as a baseline to compare current data with. Further, ensuring that all classes have had the opportunity to receive incentives from the PBIS reward system according to the outlined schedule will also be a key indication of this goal being fully implemented.		Leon Borders	11/27/2023
<i>Actions</i>				1 of 3 (33%)		
	8/31/23		The Exceptional Environment Correlate will create and fully implement a schedule for issuing PBIS incentives.	Complete 09/29/2023	High Expectations Correlate	10/01/2023

Notes: September 25, 2023
 September 25, 2023
 After the School Climate - Safe & Orderly correlate (Exceptional Environments) meeting, the group met and discussed the updates regarding PBIS. A representative of the correlate shared with SIT that the teachers need to all add ROAR into their category for points. PBIS Team will send a video tutorial to ensure that the whole school uses the same rating.

September 29, 2023
 The Exceptional Environment Correlate has implemented PBIS based on the agreed upon schedule. The team also ensured that the all members of the school staff were issuing ClassDojo points according to the same guidelines.

7/20/23	-Using Google Survey for Teacher Feedback and Collaboration, the team will monitor the implementation of classroom management strategies.		High Expectations Correlate	11/27/2023
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7/20/23	The team will create a management plan that include teaching/reviewing/reinforcing classroom rules and procedures.		Classroom Teachers	11/28/2023
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Notes:

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 to our goal of 67% by the end of the 2023-2024 school year.		Franeisha Soles	06/28/2024
<i>Actions</i>			1 of 3 (33%)		
	9/21/22	The Leadership Team will implement uninterrupted weekly PLCs and after-school collaborative planning sessions for the purpose of planning for instruction and analyzing data. The Leadership Team will monitor by attending PLCs and collaborative planning sessions.	Complete 09/25/2023	Franeisha Soles	10/10/2023

Notes: March 28, 2023

The instructional coach continues to facilitate PLCs.
Teachers continue to meet and plan collaboratively with grade levels.
The instructional leadership team continues to meet and plan collaboratively with assigned grade levels.

November 29th, 2022

Admin adjusted the location of collaborative planning for each grade level to meet and plan ELA, Math, Science, and Social Studies. The Leadership Team is putting more emphasis on small group plans for differentiated independent centers.

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.

The instructional leadership team will monitor by conducting monthly iRounds.

Franeisha Soles

11/28/2023

Notes: September 25, 2023

High Yield Strategy has been modeled during September SIT Meeting.
3-5 Coach workbooks were repurchased for this school year for ELA, Math, and Science for 5th grade.
The CCS Curriculum Team came and learning walks were conducted.

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.

The instructional leadership team will monitor by completing observations and monthly iRounds.

Franeisha Soles

11/28/2023

Notes: February 27, 2023

During PLCs, teachers were provided with recommendations for incorporating High Yield Strategies with students. High Yield Strategies were looked for during Learning Walks by Leadership Team.

November 29th, 2022

Staff had a Meaningful Math Task Professional Development with CCS Math Specialist Lisa Suther Johnson and modeled the high yield strategy: Numbered Heads/Collaborative Pairs.

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>		<p>The Leadership Team as established expectations and processes for team planning and for instructional delivery. The Team monitors instruction, monitors and participate in PLCs, monitors and participate in collaborative planning sessions, and reinforces effective instructional practices. The Leadership Team is critical to implementing a Multi-Tiered System of Support (MTSS) and improving outcomes for students. To improve outcomes, staff must be engaged in how to effectively implement MTSS. Therefore, ongoing professional development is needed. In order to provide feedback to teachers, the Team conducts classroom and teacher observations, walkthroughs, and iRounds, and use information from student and family survey data.</p> <p>The Leadership team is developing clear expectations for teachers regarding lesson plans, classroom instruction, and best practices. We are reviewing milestones, 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. Additionally, the leadership team will develop a weekly iRound schedule and provide timely, clear, and constructive feedback.</p>	Limited Development 09/21/2022			

<p>How it will look when fully met:</p>	<p>When this objective is fully met, the Leadership Team will be directly involved in leading the school's instructional program. The Team will be more knowledgeable about the design and implementation CCS Curriculum Resources. The Team will be knowledgeable of our school focus, Standards Aligned Instruction, and deeply invested in its implementation. Under the Team's leadership and guidance, each teacher will have facilitated our school's focus, Standards Aligned Instruction, effectively and improved student outcomes of each student. Additionally, the Team will have conducted weekly iRounds, monthly observations, and end-of-year summatives and will have provided timely feedback to ensure that whole-group tier 1 instruction is provided to all and that and that small-group instruction is differentiated, target, and intentional.</p>		<p>Waylinda Williams</p>	<p>05/10/2024</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>10/5/22</p>	<p>The principal will create a monthly teacher observation schedule for the purpose of completing monthly observations and end-of-year summatives.</p>	<p>Complete 09/17/2023</p>	<p>Waylinda Williams</p>	<p>09/29/2023</p>
<p><i>Notes:</i> April 4, 2023 The leadership team reviewed all completed and remaining observations for the 22-23 school year. Additionally staff were made aware of deadlines for their end of the year PDP.</p> <p>November 29th, 2022 All initial teacher observations were completed by Admin on or before 11/22/2022. Post-conference feedback was promptly shared with teachers.</p>				
<p>10/5/22</p>	<p>The Administrative team will create a schedule for completing weekly iRounds.</p>	<p>Complete 09/25/2023</p>	<p>Leon Borders</p>	<p>09/30/2023</p>

Notes: April 24, 2023
 CCS ELA Curriculum Specialist visited and completed iRounds with the Leadership Team looking for Standards Aligned Instruction throughout multiple grade levels.

Novemeber 29th, 2022
 The Leadership Team completed walkthroughs in 4th and 5th grade classrooms. A schedule of classroom iRound visits are planned for Thursdays.

9/5/23 The Leadership Team will provide opportunities for teachers to visit classrooms by implementing Learning Walks to enable teachers to gather insight regarding successful instructional practices and engagement strategies.

Powers and Mahlangu

11/28/2023

Notes: April 24, 2023
 The Leadership Team has scheduled and completed walkthroughs with classroom teachers and shared feedback regarding how to implement High Yield Strategies and using Standards Aligned Resources to meet students' needs.

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

05/10/2024

Notes: April 24, 2023
 The leadership team revamped the schedule for reviewing grade level lesson plans. Teachers of students in grades 3-5 who are nearing the end of the pacing guide, are asked to develop targeted lesson plans based on their students compiled data for the year.

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
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Initial Assessment:

Our current practice is to review BOG3, mClass, and Successmaker data with teachers to determine strengths and areas of concerns during weekly PLCs. As additional data from mClass, K-2 Math assessments, Wonders Pre and Post assessments, and Math unit assessments, and Mastery View Predictive Assessments data become available, we will analyze data during PLCs and data days to plan for targeted instruction and interventions to improve teaching as well as student learning. Additionally, the Leadership Team met with the staff to review data from the 2022-2023 school year. We will review it in greater depth to determine areas of strengths and concerns to determine professional development needs. Furthermore, this data will be also shared with our families during our annual Title I meeting.

Limited Development
09/21/2022

<p>How it will look when fully met:</p>	<p>When this objective is fully met, our 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. Additionally, teachers will have access to iRound feedback and coaching comments provided by the instructional coach to support teacher and student needs. Furthermore, teachers will effectively use the data from local and state assessments to facilitate targeted whole-group instruction, targeted small-group instruction, and implement interventions and use high-yield teaching strategies to reach our school's an overall proficiency score of 60%.</p>		<p>Waylinda Williams</p>	<p>11/30/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/5/23</p>	<p>The instructional leadership team will lead data dives with grade levels at minimum of three times a year. The teachers will be disaggregating their students' data to determine if instructional practices are meeting students needs.</p>		<p>Leon Borders</p>	<p>11/28/2023</p>
<p><i>Notes:</i></p>				
<p>9/24/22</p>	<p>The Curriculum and Instructional Team will complete monthly iRounds to gather data to determine areas of strengths and areas of concerns to determines support needed for teacher and student growth. Data will also be used to determine the professional needs of the teachers.</p>		<p>Franeisha Soles</p>	<p>05/10/2024</p>

Notes: February 27, 2023

We had a visit from our Curriculum and Instruction team. We used current Benchmark data to drive after-school tutoring groups and plans.

Monitored the CCS pre,interim, and post assessments to ensure the pacing was aligned to Cumberland County's pacing guide.

-ELA Specialist completed iRounds during ELA whole group for our school focus of Standards aligned instruction.

-K - 3rd grade teachers are utilizing their Progress Monitoring calendars following MOY assessments to progress monitor students and create small groups.

December 13, 2022

K-5 teachers had an EVAAS Training with Data and Accountability Consultant Ginger Hyde. Staff was further informed of how their data from the previous school year affects their results of this year.

9/29/22

Teachers will track student data by creating a data notebook to include data from local and state assessments to ensure each student is progressing toward individual goals.

Tanya Fyffe and Sarajane Stevens

05/10/2024

Notes: September 25, 2023

Ms. Fyffe and Ms. Stevens will create a data book template for SIT to finalize for teachers. The purpose of this data book will help teachers reflect on improving instruction and checking students' progress effectively. These will be instrumental during our SST meetings.

April 24, 2023

The SIT Team will discuss and plan whether to implement Data Notebooks for the 2023-2024 schoolyear. It was recommended that the team not move forward this schoolyear with Data Notebooks to focus fully on direct instruction.

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our staff has been asked to make contact with all parent prior to school starting to introduce themselves and open lines of communication between home and school. Our school also has used a variety of communication tools to include social media (Twitter), direct contacts (phone calls and ParentLink call), digital resources (ClassDojo), and ensured that our school marquee is updated frequently. Additionally, the leadership team has updated various information guidelines to ensure that parent have a clear understanding of current procedures and processes.	No Development 07/20/2023		
<i>How it will look when fully met:</i>			When this objective is fully implemented, the dialogue between school and home would have increase by the use of multiple resources. These contacts should increase parent engagement and involve families in community school led events.		Leon Borders	11/27/2023
<i>Actions</i>				0 of 2 (0%)		
	7/20/23	Teachers will use monthly newsletters to inform parents of academic updates and upcoming community events.			LeTyssa Stokes	11/28/2023
<i>Notes:</i>						
	9/5/23	The parent/engagement correlate will survey parents to gauge interests of yearly school events/functions. The leadership team will monitor parent engagement through the use of sign in sheets.			Parent/Engagement Correlate	11/28/2023
<i>Notes:</i>						