

Comprehensive Progress Report

Mission:

Polo Ridge staff and community will engage, nurture and inspire respect for life-long learning.

Vision:

The Polo Ridge family will work collaboratively to continue the development of social skills, character, and academic knowledge of every child. We will celebrate diversity of all students in a nurturing and caring environment. Students will experience the joy of learning and the sense of accomplishment that result from performing at their highest potential.

Goals:

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 47.1% in SY2021-22 to 52.1% in SY2022-23 and 57.1% in SY2023-24.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from ___% on the Fall 2021 Panorama Screener (in Grades 3-5) to ___% in SY2022-23 and ___% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 37.6% in SY2021-22 to 30.3% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = 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	

Initial Assessment:

In progress...

We will continue to implement EL for literacy and enVision for math. Our facilitators have worked to support staff in the implementation of these curriculum and the standards based on their various learning environments. Our teachers have attended training around Caring Classrooms, and we have implemented them with Morning Meetings with fidelity. Our teachers will continue to plan together, along with our facilitators consistently throughout the year, to develop standards-aligned instruction to meet the students' various needs. Administration will continue to provide feedback to staff formally and informally through instructional walk throughs, observations, PLC feedback and coaching conversations. administration attended meetings consistently, to provide support and give feedback during team planning. The administration and facilitators provided provide additional coverage for teachers to plan, grade, complete Mastery Connect and attend LETERS training.

This year we are going to focus on seeing consistent student engagement for all students in all classrooms. We plan to leverage past PD opportunities (Thinking Maps, Paideia, Growth Mindset, Differentiation/Small groups, Orton, PL) by tapping teacher leaders to build capacity from within and expand teacher knowledge and implementation of effective student engagement strategies. We will use the core action walkthrough tool to monitor progress and student impact. We also plan to provide opportunities for teachers to observe their peers to learn strategies from each other. Again, we traded for a 3-5 academic facilitator and a dean of instruction.

Teams meet weekly as whole team and then in smaller (subject specific) groups during the week. They use standards, CMS pacing, curriculum and to drive their instruction. Teachers and facilitators meet to discuss tiered plans, student progress and next steps. The Student Service PLC meets weekly to monitor student progress and make decisions about interventions and next steps. Teachers hold Morning Meetings daily and they have become a part of our school and how we support children's social-emotional needs.

Limited Development
08/16/2022

<p>How it will look when fully met:</p>	<p>In progress...</p> <p>Teachers utilize a clear and consistent process for planning meetings and understand curriculum materials in order to make judgements to support student need. Teachers will gather, analyze, and utilize data and hold meaningful conversations around how to provide personalized and differentiated instruction to students based off the data. We would see increased levels of student engagement because students are being provided targeted, personalized instruction.</p> <ul style="list-style-type: none"> - Weekly Admin Meeting, Weekly Planning, Multiple days of planning, Grade Data Dives (quarterly), Data Meeting with Admin (2x/year), Evidence of core actions equitably across all classrooms, Evidence of a variety of strategies used to - MAP, DIBELS, and Common Assessments (in-class), EOGs, ACCESS - Tiered Plan 		<p>Matthew Younis</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/19/22</p>	<p>Continue to Implement clear planning expectations, non-negotiables, and a planning schedule for all grade levels. During weekly admin meetings, we will reflect, discuss, and create a plan of action (when necessary) to address patterns and concerns during planning.</p>		<p>Jovana Edwards</p>	<p>06/13/2024</p>
<p><i>Notes:</i></p>				
<p>8/19/22</p>	<p>Teachers and facilitators will monitor and analyze formal and informal data in Mastery Connect on a a regular basis. This data will be used in planning meetings to determine small group instruction. This data will be used as part of our MTSS process.</p>		<p>Matthew Younis</p>	<p>06/13/2024</p>
<p><i>Notes:</i></p>				

8/19/22	Provide ongoing feedback to teachers during planning meetings and walk-throughs in alignment with the questions below: <ul style="list-style-type: none"> - Are the expectations being followed during planning meetings? - During instructional walk-throughs are teachers utilizing the data analyzed to differentiate and personalize instruction? - Are students being exposed to rigorous, grade-level content? - Is student engagement at a high level? - Are learning experiences (targets) discussed in planning transferring to classroom? 		Matthew Younis	06/13/2024
<i>Notes:</i>				
8/19/22	Administrators will complete instructional walkthroughs using the core action tool to monitor curriculum implementations and equitable practices across all classrooms.		Daria Hall	06/13/2024
<i>Notes:</i>				
8/19/22	Provide teacher leaders with opportunities to lead professional development internally to build staff capacity around effective student engagement strategies. Teachers will have opportunities to complete peer walkthroughs/observations.		Matthew Younis	06/13/2024
<i>Notes:</i>				

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
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<p>Initial Assessment:</p>	<p>In progress...</p> <p>We have had meetings throughout the year to monitor student progress (MTSS). Teachers collaborate with facilitators about student concerns. Facilitators work with the Support Staff PLC (SSPLC), which includes administration, to identify if students should be on tier plans. Grade levels met with facilitators to review data and students needing support and determine next steps. The SSPLC holds meeting each week, to review progress, change student tiers, to continue the current plan, to remove students from tiered plans, to refer to Special Education and add new students to our tiered interventions. We use the Standard Treatment protocol to identify MTSS interventions and use AIMSWeb in order to be make sure we are using a universal process and are consistent when making decisions. All of our K-3 teachers have been trained on Orton Gillingham and created small groups, based on data, to provide Orton Gillingham to student in need to improve their foundational reading skills.</p>	<p>Limited Development 08/16/2022</p>		
<p>How it will look when fully met:</p>	<p>In progress...</p> <p>MTSS meetings will be held on a monthly/quarterly basis. Frequently meeting as a team and with facilitators to review standards, curriculum and data to drive instruction. Instruction specified design of culturally responsive instruction, practices for ensuring student engagement, opportunities for scaffolding, description of practice opportunities, etc. Curriculum materials/resources utilized, standards/goals addressed, defined scope/sequence of skills, etc. Environment grouping options, time (duration and frequency), behavioral expectations of students, etc. Academic instruction defined in consideration of behavior and social-emotional instruction. There would be a reduction in EC referrals as we are able to address student's learning needs through appropriate interventions.</p>		<p>Matthew Younis</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/19/22</p>	<p>PLCs will discuss additional formal and informal common assessments that will go into Mastery Connect to drive student flexible groupings and differentiated instruction.</p>		<p>Daria Hall</p>	<p>06/13/2024</p>
<p><i>Notes:</i></p>				

	8/19/22	Teachers will flexibly group students and provide instruction that is specifically designed as a response to student's specific needs based on common assessment data analyzed in Mastery Connect and other data points. Equitable practices ensuring student engagement, opportunities for scaffolding, support, and independent practice for all students will be provided.		Matthew Younis	06/13/2024	
	<i>Notes:</i>					
	8/19/22	The MTSS team will meet every 6 weeks to review plans and make adjustments accordingly.		Jovana Edwards	06/13/2024	
	<i>Notes:</i> If other students come up in the interim we will address them appropriately at that time.					
	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
<i>Initial Assessment:</i>			In progress...	Limited Development 08/16/2022		
			We have implemented Morning Meeting and use the Caring School Curriculum, consistently. We have time built into our schedule to allow these meetings to occur and all staff have Morning Meetings regularly. Teachers conduct Morning Meetings daily and have become part of what we do at Polo Ridge to support the whole child. Teachers use this time to help build community, work on communication and problem-solving skills, to share others' experiences and teach empathy. Administration periodically attend Morning Meetings. Counselors are supporting teachers, conducting lessons in the classroom, pulling small groups, working with students one-on-one and helping develop and monitor behavior plans. We continue to use Character Education and our "horseshoes" to promote behavior and positive character traits. Students and staff participate in identifying our Character Trait winners. Monthly, we have "Donuts with the Doc" for those students who exemplify good character. Last year, we shared Panorama data with the staff, School Improvement Team and parents to discuss how we use this data to support students. The counselors use this data to help identify areas we need support as a school and student small groups. We will be training staff on the use of Zone of Regulation to use with students. Counselors will be leading this effort.			

***How it will look
when fully met:***

In progress...

- Implement morning meetings and closing circle on a daily basis following the Caring School Community curriculum, with fidelity.
- Students increasingly vocalizing their concerns, students standing up for classmates, students show empathy towards classmates.
- Decrease in the number of behavior incidents, ISS and OSS.
- Children will feel comfortable articulating emotions to an adult (s) and adults in Polo Ridge will serve as a support to help students manage their emotions.
- Adult routines that promote success and a safe school by actively supervising, having clear expectations and being proactive.
- Behavior plans are implemented and followed for students who need additional behavioral support.
- Administration and teachers are consistent with logical consequences for individual students.
- Create a schedule that includes time for Morning Meetings and Closing Circles.
- Administrators will periodically attend Morning Meetings and Closing Circles in classroom.
- Teachers and students utilizing the Zones of Regulation on a consistent basis in order for students to express their feeling, for teachers to support them and for them to begin to develop additional strategies for handling various emotions.

Daria Hall

06/15/2024

Actions		0 of 3 (0%)		
8/19/22	Do we want this? Provide students with opportunities for physical activities throughout the day - 30 min. recess built into master schedule - 45 min. PE class on a weekly basis - 45 min. Mind and Muscle Lab on a weekly basis - Brain breaks throughout the day		Daria Hall	06/13/2024
<i>Notes:</i>				
8/19/22	We will complete walkthroughs during morning meetings and closing circles to monitor increases in implementation and improvement around teacher practice of the Caring School curriculum.		Jovana Edwards	06/13/2024
<i>Notes:</i>				
8/19/22	Implementing a school-wide character education program with fidelity by: - Providing grade level appropriate classroom lessons delivered by counselor and teachers driven by Panorama data - Counselors will celebrate monthly character traits on the school news each month - Provide students with Pony incentives who demonstrate good character traits - Provide monthly emails to staff on specific trait of the month as well as books traits to utilize in the classroom. - Provide training and lesson around Zone of Regulations for staff and students		Melissa Stevenson & Diana Tylicki	06/13/2024
<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

<p>Initial Assessment:</p>	<p>In progress...</p> <p>Dr. Edwards creates a schedule and environment that allows staff to focus on teaching and learning. The administrators, facilitators, grade level teams, EC, ESL and TD have collaborated to find ways to support equitable practices and meet student needs. Administration provides formal and in-formal feedback, coaching and tools for staff. All administrators will conduct evaluations and summative evaluations for staff.</p> <p>Facilitators, grade level teams, EC, TD, and administration have all collaborated this year to make sure students are getting the necessary support as needed. The SSPLC meets weekly to discuss student progress and supports (MTSS). Administration and support staff are providing coverage for staff in order to provide time for teachers to gather and analyze data and to participate in professional Development. Last year, Dr. Edwards and designees led Core Action walks with a team and completed them independently. Observations are conducted and meaningful feedback is provided.</p> <p>This year, Dr. Edwards and the admin team will do more one-on-one teacher meanings around data, disaggregating data, analyzing it and how it can be used to inform instruction.</p>	<p>Limited Development 08/16/2022</p>		
<p>How it will look when fully met:</p>	<p>In progress...</p> <p>The principal will create a list of walk-through visits for the administrative team and the schedule for observations. We are giving feedback to each teacher on a consistent basis during walk-through visits. Core Action walk-through visits will take place regularly and we will provide tangible feedback that can improve instruction.</p> <p>The principal will make time in the agenda for the administration team to discuss our formal and informal observations and core action trends to plan how we can support staff and identify areas to target for feedback. Formal observations are completed, and feedback is timely and specific. Observations are done during instructional times where teachers need to most support and feedback. The principal will identify teachers that need additional support and coaching. She will provide training and expectations around coaching. Coaching caseloads and</p>		<p>Jovana Edwards</p>	<p>06/15/2024</p>

progress will be discussed during admin team meetings.

Teachers observe peers during the year in order to help improve instructional practices. The leadership team regularly uses data on student needs and implementation fidelity of evidence-based practices to continuously improve professional development and coaching efforts.

The principal will create times for the teachers to unpack standards and analyze data throughout the year, in order to drive instruction and create small groups.

- Consistent walk-through visits and observations with data/feedback
- Student data (Formal, Informal, IEP goals, MTSS data, ELL goals)
- Professional development plan/calendar that includes training content on multi-tiered instruction and intervention content
- PLC/Grade level agendas that include professional learning on multi-tiered instruction and intervention
- Other evidence of coaching or PD specific to job roles/responsibilities
- Lesson plans and planning meetings
- Admin will have at least 2 meeting with teachers, one-on-one, to review their data and next steps to support teaching and learning in the classroom.

Actions		0 of 3 (0%)		
8/19/22	Principal will collaborate with the Admin meetings to discuss the curriculum implementation and develop an action plan for responding to any existing needs or trends occurring across the school or in specific grade levels.		Jovana Edwards	06/13/2024
<i>Notes:</i>				
8/19/22	The principal will create a walk-through schedule in which administrators visit classrooms to provide tangible feedback that can improve instruction. Core action walks will be conducted monthly.		Jovana Edwards	06/13/2024
<i>Notes:</i>				

8/19/22	The principal and admin team will hold data meeting, one-on-one, with teachers to discuss class strengths, needs, student progress and how we can use data to drive instruction and provide support.		Jovana Edwards	06/13/2024
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		<p>In progress...</p> <p>We have continuously communicate to Polo Ridge families throughout the school year via the frequent use of Remind, Connect Ed, Teacher Newsletters, Email Blast, the marquee and our website to keep parents updated of events at the school. We have had Family Night Out events throughout the year, a concert (online) and in-person, gingerbread house night, movie night, amongst other events. We recently had our awards ceremony and “moving up” ceremony, in-person.</p>	Limited Development 08/16/2022		

<p>How it will look when fully met:</p>	<p>In progress...</p> <p>Parents and families are aware of how students are being supported.</p> <ul style="list-style-type: none"> • Families are involved with developing student plans (IEP, MTSS, 504, ELL). • Families and teachers meet appropriately to discuss student's progress. • Outreach is done in variety of ways in order to be sure families are aware of what is happening at Polo Ridge. • Evidence of outreach using a variety of venues (i.e., Remind, websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Evidence of resources to support families at home (i.e. teacher newsletter, school website, email, curriculum night, etc.) • Communication is translated into home language and an app is utilized to allow for consistent two-way communication between the school and families in their home language. • Documentation of information provided to families regarding MTSS and progress updates. • The school offers a variety of fun and enriching activities for families in order to create a welcoming environment for all families and facilitates a connection between home and school in order to support student learning. 		<p>Jovana Edwards</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>8/19/22 Hold an in-person Open House and Curriculum Night to inform parents about instructional expectations for the 2022-2023 school year.</p>		<p>Matthew Younis</p>	<p>06/13/2024</p>
<p>Notes:</p>				

8/19/22	Host multiple parent engagement events - a Heritage Night where parents sign up to host a table and share elements of their culture with the school community. - Math and Literacy "Make and Take It" events that provide parents with opportunities to engage and learn about the curriculum and how to support their child at home - Family Night Outs		Daria Hall	06/13/2024
<i>Notes:</i>				
8/19/22	/19 Provide regular communication to parents and families relating to community engagement events at the school and how to support students at home (i.e., Facebook, Remind 101, teacher newsletter, principal newsletter, PTA newsletter, Connect Ed messages, school marquee).		Jovana Edwards	06/13/2024
<i>Notes:</i>				