

School Renewal Plan Executive Summary for SY 2025-26
PORT ROYAL ELEMENTARY
 Vicki Goude, Principal

Overarching Vision and Priorities	
<p>Vision: Port Royal Mariners build a community where everyone is respectful, responsible, engaged, and well rounded. Our mission is to educate, empower, and engage students through cooperation & communication, community involvement, challenging & innovative curriculum, social & emotional development, and a safe & inclusive environment (ratified by SIC 2022). Our school improvement plan will guide work to improve student success not only measured by academic achievement scores but also by indicators such as decrease in discipline referrals and observations of dispositions such as critical thinking, communication, creativity, collaboration, and responsibility. To increase academic achievement growth in reading, math, and science, we are committed to the implementation of high-quality curriculum such as Ready Classroom math, Project Lead the Way Launch and Houghton Mifflin-Into Reading that all incorporate research-based pedagogies and strategies.</p> <p>To remove the barriers to reaching our vision, we will include a non-negotiable set of expectations and provide necessary support and materials. Routines will include Responsive Classroom practices to teach social-emotional skills. Teachers will participate in collaborative planning that will include clarifying state content standard expectations, analyzing assessments before and after instruction, and lesson design to support all students. Teachers will participate in the LETRS training designed to increase teacher knowledge in the science of reading as well as other professional learning opportunities to support instruction for students of poverty.</p>	
Student Achievement Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2025-26)
By the end of the 2028-2029 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 35% to 75% meets or exceeds expectations on the SCREADY Math Assessment.	By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 35% (Spg 2024) to 57% meets or exceeds expectations on the SCREADY Math Assessment.
By the end of the 2028-2029 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 52.7% to 75% meets or exceeds expectations on the SCREADY ELA Assessment.	By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Grade 3 to 5 students scoring meets or exceeds expectations from 52.7% to 58.7% meets or exceeds expectations on the SCREADY ELA Assessment.
By the end of the 2028-2029 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50 th percentile from 55% (Spring 2024) to 65% scoring AT or above 50 th percentile on the i-Ready Math Diagnostic.	By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50 th percentile from 55% (Spring 2024) to 60% scoring AT or above 50 th percentile on the i-Ready Math Diagnostic.

By the end of the 2028-2029 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50 th percentile from 64% (Spring 2024) to 74% scoring AT or above 50 th percentile on the i-Ready Reading Diagnostic .	By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50 th percentile from 64% (Spring 2024) to 68% scoring AT or above 50 th percentile on the i-Ready Reading Diagnostic .
By the end of the 2028-2029 SY, Port Royal Elementary school will increase the number of Grade 4 students scoring meets or exceeds expectations from 34% (2023) to 44% meets or exceeds expectations on the SCREADY Science Assessment .	By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Grade 4 students scoring meets or exceeds expectations from 34% to 40% meets or exceeds expectations on the SCREADY Science Assessment .
<p>Brief Description: PRES will work to increase achievement in the academic areas of Math, ELA, and Science for all students. Teachers will use the BCSD/state adopted curriculums, Ready Math and Houghton Mifflin Harcourt-Into Reading, to provide standards based, targeted and differentiated instruction in whole group and small group settings within the classroom. Teachers will analyze lesson/unit assessments to determine standard alignment, rigor, instructional strategies, and key vocabulary. Data chats with teachers, led by instructional coaches, will focus on identifying strengths and weaknesses through the use of item-analysis to determine reteaching focus and grouping. Teachers will engage in goal setting conversations with students to encourage student ownership of learning and achievement outcomes. Using the MTSS protocol, teachers create individualized plans of intervention to include specific learning targets, specific instructional strategies, and progress monitoring. PRES will use the Project Lead the Way Launch to teach science standards through hands-on, project-based learning opportunities with real world application. PRES will strengthen partnerships with families to support learning at home and at school.</p>	

School Climate Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2025-26)
By the end of the 2028-2029 SY, Port Royal Elementary school will decrease the percent of grade 1 to 5 students with chronic absenteeism from 11.8% to 6.8% or less.	By the end of the 2025-2026 SY, Port Royal Elementary school will decrease the percent of students with chronic absenteeism from 11.8% to 9.8%.
<p>Brief Description: At the end of February 2025, the chronic absence rating was reported at 12.4%. This is an increase over the spring 2024 data that indicated that 11.76% of students in grades 1 to 5 had an average daily attendance rate of less than 91%. There is a strong correlation between student attendance and student achievement. Our goal is to improve overall student attendance. Student services team will meet with administrators to review absences and contact parents on a monthly basis. Truancy referrals will be issued for students who have 3 consecutive unexcused absences or 5 total unexcused absences. Attendance intervention plans will be executed when a student has accumulated 9 total absences (excused or unexcused). Our social worker will connect families with outside agencies that can support wrap-around</p>	

services for health, mental health, housing, food, clothing or other areas of support that may present obstacles for regular school attendance.

Teacher/Administrator Quality Performance Goal(s)	
5 Year Goal (2024-2029)	Interim Goal (2024-25)
By the end of 2028-2029 SY, certified teachers will earn a minimum of 15 recertification professional development credits in areas that will serve to increase student achievement. (to include but not limited to Literacy instruction, Gifted & Talented instruction, Project-based learning instruction, Trauma informed teaching strategies and Strategies for teaching students of poverty).	By the end of 2025-2026 SY, certified teachers will earn a minimum of 3 recertification professional development credits in areas that will serve to increase student achievement. (to include but not limited to Literacy instruction, Gifted & Talented instruction, Project-based learning instruction, Trauma informed teaching strategies and Strategies for teaching students of poverty).
<p>Brief Description: There is a strong correlation between professional knowledge of content and pedagogy and student achievement. Administrators and teachers of grades K to 3 students will continue LETRS training required by SCDE to develop content knowledge around best practices for literacy instruction. PRES currently has one teacher in grades 3 to 5 that is Gifted & Talented (GT) certified and one teacher that is completing GT endorsement coursework. Our goal is to have at least one GT certified teacher at each grade in grades 3-5. We continue to encourage teachers participate in GT endorsement courses. Data from a variety of sources including discipline referrals, threat assessment, behavior intervention referrals, and counseling referrals indicate a need for an increase in knowledge of teaching strategies to support students with trauma related needs. Our Pupils in Poverty index indicates a need to learn more about how to support students of poverty.</p>	

School Improvement Council Meeting Dates
February 10, 2025 March 17, 2025

School Improvement Stakeholders
Jana Kishishita- School Improvement Council Chair Lindsey Craven- School Improvement Council Co-chair Kassie Nicknadarvich- School Improvement Council Elected Member Angela Chancay- School Improvement Council Elected Member Matthew Fletcher- School Improvement Council Elected Member Wayland Harland- School Improvement Council Elected Member Molly Mercado- School Improvement Council Elected Member Sara Reed- School Improvement Council Elected Teacher Grace Heise- School Improvement Council Elected Teacher & Secretary Tricia Fidrych- Community Member Kay Bodine- Community Member Sheryl Green-Community Member

Vicki Goude- Ex-officio/Principal
Alicia Rouse- Ex-officio/Asst Principal