

## Comprehensive Progress Report

**Mission:**

Porter Ridge Elementary will produce globally competent learners by building positive relationships, providing rigorous instruction, and creating a safe and inclusive learning environment.

**Vision:**

Porter Ridge Elementary School will develop a positive climate for all students and staff, where all reach their full potential.

**Goals:**

The math composite proficiency will increase from 62.3% to 70.0% as evident by EOG test proficiency in grades 3-5.

All students will increase overall Reading proficiency from 49.4 % to 65% as evident by EOG test composite proficiency in grades 3-5.

We will increase 5th grade science EOG proficiency from 71.3% to 75%

2025-2026 Increase educator preparedness to meet the needs of every student

2025-2026 Improve student performance

2025-2026 Eliminate opportunity gaps



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1B: Monitor short-and long-term goals**

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Our school improvement team collaboratively developed this reflection to highlight current strengths and areas for growth in resource allocation. Title I funds are strategically allocated to support key instructional priorities, including hiring literacy and math tutors to sustain targeted interventions for 2nd and 4th grade students. Additionally, a literacy/math coach is employed to co-teach and support 5th grade literacy and math twice weekly. We utilize Lexia software to assess, monitor, and intervene in literacy instruction. Instructional time is enhanced through two half-day planning sessions with a curriculum facilitator focused on unpacking standards. Professional development is further supported by funding the Ron Clark Essential 55 book study to promote effective classroom practices. These aligned allocations of money, time, and human resources ensure targeted support for student learning and teacher growth. This current implementation serves as a foundation to guide our vision and ongoing action steps to optimize resource use aligned with each school's instructional priorities.</p>	Limited Development 08/07/2025		
<i>How it will look when fully met:</i>			<p>Our school consistently demonstrates aligned allocation of resources—money, time, and human capital—directly supporting instructional priorities. Title I funds effectively sustain a robust tutoring model, with literacy and math tutors providing targeted interventions for 2nd and 4th grade students. A dedicated literacy/math coach co-teaches and supports 5th grade instruction twice weekly, ensuring personalized support and skill development. Lexia is fully integrated as a formative tool to assess, monitor, and intervene in literacy progress in real time. Educators engage in two half-day planning sessions each month with a curriculum facilitator to unpack standards and align instruction. Professional learning is enriched through the ongoing Ron Clark Essential 55 book study, fostering a positive and purposeful school culture. Instructional time and resources are seamlessly coordinated, maximizing student achievement and teacher effectiveness. This cohesive and intentional resource alignment creates a dynamic learning environment where all students receive timely, targeted support and educators are empowered to deliver high-quality instruction aligned with school priorities.</p>		Kristi Williford	06/10/2026
<b>Actions</b>				<b>1 of 6 (17%)</b>		
		9/9/25	Develop tutoring schedules for 2nd and 4th grades.	Complete 09/12/2025	Kristi Williford	09/30/2025

*Notes:* Schedule will be reviewed throughout the year and changed when necessary for grade level.

9/9/25	Train staff on effective use of Lexia assessment tools.		Sarah Jarrett (elected 2024)	11/15/2025
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*Notes:*

9/9/25	Monitor Title I fund allocation and usage monthly		Danette Griffin	03/15/2026
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*Notes:*

9/9/25	Sustain Ron Clark Essential 55 book study participation		Randall Daddio	05/15/2026
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*Notes:* Book Club meets once a month for 30 minutes.

9/9/25	Create teaching plans for 5th grade literacy/math support		Rhonda Timberlake	05/30/2026
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*Notes:*

9/9/25	Implement twice a year planning sessions with curriculum facilitator		Sarah Jarrett (elected 2024)	06/10/2026
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*Notes:*

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>
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<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>
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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
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**Initial Assessment:**

August 2025-Our school is committed to recruiting and retaining high-quality staff through intentional onboarding processes, including a pre-service orientation that familiarizes new hires with our school culture and expectations. Beginning Teachers (BTs) are supported by trained mentors and attend monthly BT meetings to promote professional growth. All staff engage in continuous improvement through the PDP process, setting and reflecting on goals at the beginning, middle, and end of the year. Formal evaluations and informal observations provide actionable feedback that is used to guide coaching, professional development, and instructional support. Staff development opportunities are aligned to identify needs and school priorities. We analyze data from the NC Teacher Working Conditions Survey, NCESS, and recruitment/retention trends to inform staffing decisions and support systems. Leadership opportunities are provided to foster staff engagement and build capacity. These strategies collectively enhance instructional quality and contribute to a positive, collaborative school culture.

Limited Development  
08/07/2025

<b>How it will look when fully met:</b>	<p>Our school has established and sustained systems to recruit, evaluate, support, and retain high-quality staff aligned to student and school needs. New staff participate in structured induction training and are paired with mentors who provide ongoing support. All educators engage in reflective goal-setting and self-assessment through the PDP and evaluation cycle. Evaluation data is used to tailor coaching, professional development, and leadership opportunities to individual needs. A consistent and transparent process ensures evaluations are fair, aligned with MTSS, and reviewed regularly for effectiveness. Timely feedback is provided to promote continuous growth, and high-performing staff are recognized and retained through leadership roles and targeted incentives. Recruitment and retention decisions are informed by ongoing analysis of the Teacher Working Conditions Survey, NCESS data, and internal metrics. Evidence of full implementation includes mentor logs, professional development plans, staff recognition artifacts, evaluation rubrics with feedback, PDP reflections, and leadership opportunity rosters.</p>		<b>Kristi Williford</b>	<b>06/10/2028</b>
<b>Actions</b>		<b>2 of 6 (33%)</b>		
9/9/25	Train evaluators on consistent, transparent feedback practices	Complete 08/06/2025	Aimee Kahler (elected 2024)	08/15/2025
	<i>Notes:</i> Training on use of 6 Non-Negotiables of Instruction			
8/7/25	Develop a system to regularly review evaluation practices.	Complete 09/30/2025	Aimee Kahler (elected 2024)	09/30/2025
	<i>Notes:</i>			
9/9/25	Implement a staff recognition system for high performers (probe data, NC Check In, mClass, iready, attendance, etc).		Sarah Jarrett (elected 2024)	12/15/2025
	<i>Notes:</i> Ideas: provide duty free lunch/recess; monthly parking spot, pirate hat to pass around			
9/9/25	Sustain ongoing professional development tied to PDP reflections		Sarah Jarrett (elected 2024)	05/30/2026
	<i>Notes:</i>			
8/7/25	Monitor alignment of professional development to staff needs.		Kristi Williford	06/10/2026
	<i>Notes:</i>			

9/9/25	Implement use of 6 Non-Negotiables of Instruction feedback to teachers.		Jalonda Polk (elected 2024)	06/10/2026
Notes:				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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>	<p>August 2025-Our school is actively working to implement a tiered instructional system that meets the diverse academic, behavioral, emotional, and attendance needs of all students. Tier I instruction is delivered to all students using the core curriculum and evidence-based practices aligned to grade-level standards. Tier II provides targeted small-group interventions for students identified through universal screening and progress monitoring data. Tier III supports are individualized, intensive, and data-driven for students with persistent needs.</p> <p>Student placement is guided by multiple data sources, including benchmark assessments, progress monitoring tools, and teacher input. Interventions are selected based on student-specific data, implemented with available fidelity tools, and adjusted as needed. Staff use some evidence-based strategies across tiers, though continued professional development is needed to ensure consistency. Collaboration among general education, EC, ML, and support staff occurs regularly, supporting problem-solving and alignment of services.</p> <p>While systems are in place to promote equitable access and support subgroup performance, we are working to strengthen MTSS alignment with CSI/ATSI goals and federal guidelines. These reflections, developed by our school improvement team, will guide ongoing efforts to improve fidelity, equity, and impact across all levels of tiered support.</p>	Limited Development 08/07/2025		
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<p><b>How it will look when fully met:</b></p>	<p>Our school implements a high-functioning, fully embedded Multi-Tiered System of Support (MTSS) that addresses academic, behavioral, emotional, and attendance needs. A clearly defined and fluid tiered structure guides instruction at Tiers I, II, and III, with consistent practices across all domains. All students are screened using reliable tools, with diagnostic and progress monitoring data used to make timely, data-driven decisions and adjust supports based on individual needs. Evidence-based practices are implemented with fidelity across all tiers. Collaborative planning occurs regularly among general education, EC, AIG, ML, and student support staff to ensure alignment and equitable access to services. Interventions are selected, delivered, and monitored through a schoolwide system with established entry and exit criteria. Professional development is ongoing, and staff engage in structured problem-solving to refine instructional responses. Subgroup data and CSI/ATSI goals are regularly analyzed to ensure equity and impact.</p> <p>Evidence uploaded to NCStar includes MTSS team agendas, intervention logs, universal screening data, progress monitoring reports, collaborative planning artifacts, PD calendars, subgroup performance reports, and intervention fidelity checklists.</p>		<p><b>Aimee Kahler (elected 2024)</b></p>	<p><b>06/10/2026</b></p>
<p><b>Actions</b></p>		<p><b>2 of 6 (33%)</b></p>		
<p>9/9/25</p>	<p>Develop clear definitions for Tier I, II, and III instruction</p>	<p>Complete 09/30/2025</p>	<p>Christian Stogner (elected 2024)</p>	<p>09/30/2025</p>
<p><i>Notes:</i> Clear definitions for Tiers are found in the MTSS handbook.</p>				
<p>9/9/25</p>	<p>Create a schoolwide intervention menu with entry/exit criteria</p>	<p>Complete 09/30/2025</p>	<p>Aimee Kahler (elected 2024)</p>	<p>09/30/2025</p>
<p><i>Notes:</i> Update MTSS Handbook</p>				
<p>9/9/25</p>	<p>Train staff on selecting and delivering evidence-based interventions</p>		<p>Randall Daddio</p>	<p>02/15/2026</p>
<p><i>Notes:</i></p>				
<p>9/9/25</p>	<p>Monitor fidelity of tiered instruction using observation and data tools</p>		<p>Aimee Kahler (elected 2024)</p>	<p>05/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/9/25</p>	<p>Implement consistent progress monitoring across all content areas</p>		<p>Ashley Moss</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

9/9/25	Sustain the practice of data-driven problem-solving team meetings		Brianne Johnson	06/10/2026
Notes:				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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
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<i>Initial Assessment:</i>	<p>August 2025-Our school is committed to fostering strong partnerships with families by regularly communicating expectations and promoting the importance of the curriculum of the home. Teachers and staff use multiple platforms—including ClassDojo, newsletters, parent-teacher conferences, and schoolwide events—to share academic expectations and provide guidance on how families can support learning at home. Information is communicated in clear, accessible language and translated when necessary to ensure all families are informed and engaged.</p> <p>Families receive regular updates on student progress, along with strategies for reinforcing literacy, math, and behavior goals at home. Parent workshops, curriculum nights, and resource take-home materials further equip families with tools to support academic and social-emotional growth. While consistent efforts are made to engage families, we recognize the need to deepen two-way communication and expand outreach to underrepresented groups.</p> <p>This reflection, developed by our school improvement team, highlights current strengths and identifies opportunities to strengthen home-school collaboration. It will serve as a foundation for future action steps that ensure all families are empowered as active partners in their child’s learning.</p>	Limited Development 08/07/2025		
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<p><b>How it will look when fully met:</b></p>	<p>Our school maintains a strong and consistent partnership with families by regularly communicating expectations and emphasizing the importance of the curriculum of the home. Families are fully engaged through weekly newsletters from the principal and classroom teachers, sharing academic updates, school events, and tips for supporting learning at home. ClassDojo is used daily in student's home language to provide real-time communication between staff and families, ensuring accessibility for all.</p> <p>Family curriculum nights are held throughout the year, offering hands-on opportunities for parents to learn how to support literacy, math, and social-emotional development at home. Parent-teacher conferences are conducted regularly and focus on student progress, individual learning goals, and actionable next steps for home support. Take-home materials and resources are consistently provided to help parents reinforce key skills.</p> <p>Communication is two-way, culturally responsive, and aligned with the school's instructional priorities. All families are seen as valued partners in student success. Evidence of full implementation includes newsletters, ClassDojo communication logs, curriculum night agendas and sign-ins, parent-teacher conference schedules, take-home resource samples, and family engagement feedback forms.</p>		<p><b>Kelli Lowe (elected 2024)</b></p>	<p><b>06/10/2026</b></p>
<p><b>Actions</b></p>		<p><b>1 of 6 (17%)</b></p>		
<p>9/9/25</p>	<p>Create weekly newsletter templates for principal and teachers</p>	<p>Complete 09/30/2025</p>	<p>Andrea Massai (elected 2024)</p>	<p>10/15/2025</p>
<p><i>Notes:</i></p>				
<p>9/9/25</p>	<p>Train staff on effective bilingual ClassDojo communication strategies</p>		<p>Jalonda Polk (elected 2024)</p>	<p>11/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/9/25</p>	<p>Implement regular parent-teacher conferences with clear home support goals</p>		<p>Sherrie Colson (elected 2024)</p>	<p>03/15/2026</p>
<p><i>Notes:</i></p>				
<p>9/9/25</p>	<p>Sustain distribution of take-home learning materials and resources</p>		<p>Sarah Nicholas (elected 2024)</p>	<p>05/15/2026</p>
<p><i>Notes:</i></p>				

9/9/25	Develop family curriculum night plans focused on home learning support		Rhonda Timberlake (elected 2024)	06/10/2026
<i>Notes:</i>				
9/9/25	Monitor parent engagement and communication effectiveness quarterly		Heather Schneider (elected 2024)	06/10/2026
<i>Notes:</i>				