

Comprehensive Progress Report

Mission:

- Leading our community
- Encouraging our partnerships
- Achieving our goals
- Discovering our voice

Leading

Vision:

- Encouraging
- Achieving
- Discovering

Goals:

- Eliminate Opportunity Gaps
- Improve School Performance
- Increase educator preparedness to meet the needs of every student



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent				
	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

Initial Assessment:	<p>Our school prioritizes the recruitment and placement of high-quality staff through district-supported hiring processes and maintains strong retention due to our positive school culture and strong community reputation. Staff evaluations are conducted regularly using the state evaluation system, and feedback is shared to support instructional growth. Professional development is somewhat aligned to evaluation data and educator needs, with staff encouraged to attend district-provided sessions and online opportunities. PLCs incorporate MTSS and Tier 1 planning; however, time constraints limit deeper, sustained professional learning. Instructional coaching is not currently implemented, though staff have expressed interest. While formal leadership roles are limited, teachers have requested more opportunities for leadership and recognition. The school recognizes the need to strengthen systems for coaching, expand professional learning aligned to staff needs and evaluation data, and establish structures for recognizing and developing teacher leaders. These areas will serve as key targets for ongoing school improvement.</p>	<p>Limited Development 08/07/2025</p>		
How it will look when fully met:	<p>Our school implements and sustains a strategic system for recruiting, evaluating, rewarding, and replacing staff. Hiring decisions are aligned to identified instructional needs and school improvement goals, ensuring each staff member is well-matched to their role. A fair, consistent evaluation process is in place, providing timely, actionable feedback aligned to instructional priorities and student data. Professional development is targeted to areas of growth identified through evaluation results and student outcomes, with a strong focus on strengthening Tier 1 instruction and effective small group differentiation. Coaching is available to all staff, both upon request and as part of ongoing development, with teacher leaders and instructional facilitators modeling best practices. High-performing staff are recognized through leadership opportunities such as leading professional development and mentoring peers, supporting retention and cultivating internal capacity. Continuous analysis of evaluation trends and student data informs system improvements. Evidence uploaded to NCStar includes evaluation schedules, observation and feedback tools, professional development agendas and sign-ins, coaching logs, staff recognition artifacts, and leadership role documentation.</p>		<p>Tricia Yetter</p>	<p>06/10/2028</p>
Actions		0 of 3 (0%)		
10/15/25	Including staff in the recruitment process		Tracey Kerstetter	05/31/2026

Notes: Administration will involve staff to participate in the interview and selection process of any vacancy during the 2025-26 school year.

10/15/25	Create and Update Glows and Grows weekly		Tracey Kerstetter	05/31/2026
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Notes: The staff can anonymously add any positives from the week, shout-outs to students or other staff, and identify areas of need in the building. Information received from the Google Form will be sent weekly to the staff in the Weekly Memo email.

10/15/25	Shout Out Crew is a student led club where students collect and deliver "shout outs" to staff and teachers.		Karie Stablein	05/31/2026
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Notes: The club sponsored by Mrs. Vandegrift will provide cards for staff and students to create "Shout Out" to be hand-delivered to staff and students each week.

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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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<p>Initial Assessment:</p>	<p>Sandy Ridge Elementary has been working diligently to implement a tiered instructional system that effectively addresses the diverse needs of its students. This system is designed to provide differentiated support, ensuring that all students receive evidence-based instruction tailored to their individual learning requirements. At the core of this implementation is a multi-tiered approach that categorizes instruction into three main tiers. The process involves high-quality, universal instruction provided to all students in the general education classroom. Teachers utilize research-backed strategies and curriculum that promote engagement and understanding. Ongoing assessments (mClass, iReady) help identify areas where students may struggle, allowing for timely interventions. We continue to focus on students who require additional support beyond what is offered in Tier 1. These students participate in targeted small group instruction, where they receive more intensive interventions designed to address their specific learning gaps. Progress is monitored to ensure that students are making adequate gains. Staff at the school collaborates with specialists to develop personalized learning plans that directly address each student's challenges. Throughout this process, Sandy Ridge Elementary emphasizes the importance of data-driven decision-making. Teachers regularly collect and analyze student performance data to adapt instruction and interventions as necessary.</p>	<p>Limited Development 08/07/2025</p>		
<p>How it will look when fully met:</p>	<p>In classrooms, you would see teachers actively engaging with students through diverse instructional strategies. Each student is involved, with teachers employing differentiated instruction tailored to meet individual learning needs. For example, while one group participates in a hands-on activity that reinforces key concepts, another may be using digital tools for personalized learning, guided by the teacher's instructions or working with peers. Small group instruction is prominent, where students requiring additional support receive focused attention in a structured setting. These groups might be gathered around tables, with teachers utilizing targeted materials and resources, ensuring that each student's specific gaps in understanding are addressed. This focused approach leads to visible progress, with students growing more confident in their abilities. Specialists and support staff frequently collaborate with classroom teachers, participating in planning sessions and monitoring student progress. You might find intervention specialists working one-on-one with students in designated areas, utilizing evidence-based interventions to reinforce learning. The school atmosphere is data-driven, with visual displays of</p>		<p>Tracey Kerstetter</p>	<p>05/31/2026</p>

student progress evident in hallways and classrooms. You might notice progress charts, learning goals, and success stories shared amongst staff and students, fostering a sense of community achievement. Teachers regularly communicate their findings with each other during team meetings, discussing effective strategies and sharing insights. Students feel supported and valued. There's an evident encouragement to seek help when needed, leading to a sense of belonging and motivation to learn. Celebrations of student milestones, both big and small, promote positivity and reflect the hard work achieved collectively as a school.

Information used to determine the objective has reached full implementation includes:

Observations or surveys to gauge how actively students participate in discussions and activities.

Assessment scores, grades, and progress in understanding key concepts can help identify areas where students excel or struggle.

Data on the different teaching methods implemented, such as hands-on activities, digital tools, and group work.

Student feedback on which instructional strategies and activities they find most effective or engaging.

Information on how well students work together in small groups, including collaboration levels and peer interactions.

Tracking individual student progress over time to measure improvement and the effectiveness of differentiated instruction (grade level dashboard)

Monitoring attendance and participation to see if there's a correlation with academic performance.

Documentation of the specific needs of students receiving additional support, as well as the effectiveness of interventions.

10/15/25	Literacy Tool Kit		Tracey Kerstetter	10/05/2025
	<i>Notes:</i> Administration created a literacy Tool Kit to provide teachers and assistants a resource to use deeper level questions with Depth of Knowledge to add rigor to literacy opportunities.			
10/15/25	Literacy Small Group time		Tracey Kerstetter	10/15/2025
	<i>Notes:</i> All classroom teachers will have a scheduled small group time for literacy where a teacher assistant will be available to provide assistance and support to the teacher and students to protect a productive literacy small group opportunity for all students.			
10/15/25	Develop a system for monitoring intervention fidelity school wide		Tricia Yetter	05/31/2026
	<i>Notes:</i> Scheduled meetings with the MTSS team and during Tuesday PLC time to assist and support students in the Tier 2 Process.			

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

	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>			x	Limited Development 08/07/2025		
How it will look when fully met:			<p>Regular weekly meetings have fostered a strong sense of teamwork among teachers. There may be an even deeper sharing of successful strategies and resources, leading to a more cohesive teaching approach.</p> <p>The mapping of the curriculum will likely show clear alignment with essential standards. Each grade level may have a comprehensive outline of key concepts, skills, and assessments that are systematically addressed throughout the academic year.</p> <p>The detailed units crafted by each team should reflect a variety of instructional materials and assessment strategies. These units will likely demonstrate increased student engagement and tailored approaches that cater to diverse learning needs.</p> <p>Through continuous review of units and shared agendas, teachers may have developed a more refined understanding of effective teaching practices. The feedback cycles within teams could lead to an enhanced curriculum that evolves based on student needs and outcomes. The teacher will also begin to think about the purpose of assessments and how the results are being effectively utilized.</p> <p>Utilizing iReady reports will provide valuable insights into student performance in Reading and Math, allowing for more targeted small group instruction. Teachers will likely have adapted their strategies effectively based on data analysis, contributing to improved student outcomes.</p> <p>The focus content ideas displayed in the planning room may reflect a year's worth of collaborative brainstorming, making it easier for teachers to remain focused on priority areas and share strategies with newcomers or colleagues needing support. Additionally, it provides vertical vision in the school of how content from one grade level supports the other.</p>		Tricia Yetter	05/31/2026
Actions				0 of 2 (0%)		
		10/15/25	PLC Agenda		Tricia Yetter	05/25/2026

Notes: The document provided enables grade levels and administration to view current and previous notes, data, and information during planning. Items such as the Grade Level Dashboard, resources, lesson plans, and MTSS information are included. Grade levels can also add agenda items to the agendas to prepare for PLC meetings.

10/15/25 Small Group/Leader in Me Planning time

Tracey Kerstetter

05/25/2026

Notes: Staff will attend on alternating Thursdays, a planning specific to Leader in Me/RAMS time or Small group planning. This time will provide teams to collaborate on data and help support learning opportunities in these areas.