Comprehensive Progress Report

Mission: Page Street Elementary is a family of learners who strives to meet the individual needs of children in a rigorous and respectful environment and, in turn, allows everyone to experience the joys of learning, self-discovery, success, and acceptance.

Vision: At Page Street Elementary, our vision, as a school and community, is to inspire a passion for learning and for all students to achieve personal success.

Goals:

PSES will Increase student performance for all students

At PSES we will Eliminate opportunity gaps by increasing parental involvement

At PSES we will Increase Educator preparedness by participating in professional development

! = 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**

Initial Assessment:	We are not going to use a one-size-fits-all funding formula (e.g., the same dollars per student). This will ensure money, staff, and time are used purposefully to advance a school's improvement plan—spending "the right amount of money on the right thing at the right time" Resource allocation will directly connect with school and district strategic plans. This means budgets visibly reflect the actions needed to meet instructional goals, closing the gap between planning ("what we expect") and execution ("where the money goes") We currently do not but will make these connections explicit, while less aligned systems might distribute resources through impersonal contracts or formulas that don't prioritize instructional impact. We will prioritize instructional impact. We currently do not but will eventually rely on data and stakeholder input to inform resource decisions. Leaders will review performance, gather feedback, and use evidence to allocate resources strategically, ensuring they're meeting actual instructional needs	Limited Development 07/30/2025		

How it will look when fully met:	We are not using a one-size-fits-all funding formula (e.g., the same dollars per student) This ensures money, staff, and time are used purposefully to advance a school's improvement plan. We are spending "the right amount of money on the right thing at the right time". What is best for the student Our resource allocation directly connects with school and district strategic plans. Our budgets visibly reflect the actions needed to meet instructional goals, closing the gap between planning ("what we expect") and execution ("where the money goes") We make these connections explicit, while less aligned systems might distribute resources through impersonal contracts or formulas that don't prioritize instructional impact. We are using data to ensure the money is going to where it needs to go with the most impact. We rely on data and stakeholder input to inform resource decisions. School leaders review performance, gather feedback, and use evidence to allocate resources strategically, ensuring they're meeting actual instructional needs		**Jon LaChance**	**01/31/2028**
Actions		**0 of 3 (0%)**		
8/25/25	Create the Title 1 budget		Jon LaChance	05/30/2026
Notes:	Mr. LaChance created a Title 1 budget and sent it to Mr. Auman for approval. PSES has hired a retired teacher as a Title 1 tutor and she is currently working in the 4th and 5th grade WIN Blocks at PSES			
8/25/25	Create a Survey to give to parents for budget use		Jon LaChance	05/31/2026
Notes:	The SIT created a survey for parents. We just need to pick a date to send it out.			
11/6/25	Increase parent involvement to 50 percent		Jon LaChance	06/01/2026
Notes:	The sit team has held one event, Grandparents day we had over 50-percent participation. We have also set 3 other events to improve parental involvement at PSES. These are, a STEM Night, A culture Day, and a Career Day We will also have at least 2 campus clean up dates in the spring.			
Core Function:	**Domain 2: Talent Development**			

Effective Practice:			Practice 2B: Target professional learning opportunities			
	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**
Initial Assessment:			We will create a schoolwide culture of data use. Build trust, transparency, and continuous reflection so educators view data as a tool for improvement—not evaluation. Leaders must set norms and expectations for using data to drive instructional change. We currently do not have this in place We will Form a dedicated data-use team. Include administrators, teachers, curriculum specialists, and tech/data staff to organize, steward, and model effective data practices. We are in the beginning stages of this in our PLC meetings We will Articulate a clear data-use plan. Define roles, meeting schedules, data types (performance, observation, climate), and how data will feed into decision-making and PD planning. This is in the beginning stages of implementation We currently Schedule regular “data cycles.” Embed structured time for data review—like weekly and monthly vertical planning These routines will ensure performance and observation data are consistently analyzed. We are using structured collaborative protocols. Employ frameworks for planning, analyzing, reflecting, and adjusting (“plan–implement–reflect–adjust”) to maintain consistency and focus. We are not at full implementation yet, but the capacity is growing We are Aggregating and disaggregating observation data. Use non-evaluative walkthroughs and observation summaries to identify instructional trends across classrooms, not just individual behavior. This again is in the beginning stages We are beginning to align observation indicators to school goals. Ensure what’s being observed (e.g., questioning techniques, student engagement) aligns directly with overarching improvement priorities. Use instructional rounds around focused goals. Conduct	Limited Development 07/30/2025		

	collaborative, non-evaluative classroom visits—rooted in a specific “problem of practice”—and use insights to inform collective improvement. We are beginning to activate data-driven Professional Learning Communities (PLCs). Have PLCs start with both performance and observation data, collaboratively explore root causes, craft actions, and monitor implementation.			

How it will look when fully met:	School leaders have set clear expectations for using data as a tool—not as punitive evaluation—creating an environment where educators trust data as part of continuous improvement Our dedicated data teams: Create a cross-functional data-use team (teachers, admin) responsible for preparing, interpreting, and promoting effective data use across school initiatives We have regular data cycles ("data days"): Schedule frequent collaborative sessions (e.g., monthly) where educators analyze both assessment and aggregated observation data to guide instructional decisions—much like what Piedmont City Schools does successfully We currently use structured protocols: Adopt data-review frameworks to identify problems, analyze data, plan actions, monitor progress, and adjust interventions Our PLC groups use driven analysis to ground their collaborative work in data, using a "plan–implement–reflect–adjust" cycle for sustained instructional refinement We have Data-enhanced coaching and PLCs: Classroom observation data informs teacher coaching, PLC discussions, and pedagogical reflections Which strengthens instructional quality We currently triangulate data to inform PD: Combine test performance data and observation trends to pinpoint high-impact professional development needs We are currently disaggregating data by subgroup (student demographics, class sections) to surface disparities and inform intervention targeting		**Mel Taylor (elected 2025)**	**05/22/2026**
Actions		**0 of 5 (0%)**		
9/3/25	Create unit plans with I do, we do, you do in every objective		Laura Dawkins (elected 2025)	05/30/2026

	Notes:	We have shared the model in PLC groups and require that this is reflected in Lesson Plans. Mr. LaChance checks plans weekly on Thursday Update, we now have Plan book and the teachers are expected to transition to use that by Christmas			
	11/6/25	Teachers will attend at least one professional development opportunity		Jon LaChance	06/01/2026
	Notes:	Every teacher will attend at least on PD this year. So far6 of our teachers have attended PD or meetings designed to improve their efficacy in the classroom.			
	8/25/25	Have data discussions at weekly PLC meetings		Laura Dawkins (elected 2025)	06/01/2026
	Notes:	We have begun to discuss any formative data. We have a CFA and a check-in reteaching plan that will be required We will have data dives at the monthly vertical teams meeting			
	8/25/25	Have a monthly vertical team meeting which are data driven.		Laura Dawkins (elected 2025)	06/01/2026
	Notes:	We meet on the 3rd Wednesday of every month to discuss CFA data and review the re-teaching plans.			
	8/25/25	Have data notebooks for the teachers to use at PLC and vertical meetings		Laura Dawkins (elected 2025)	06/01/2026
	Notes:	We have a data spreadsheet that is required by teachers to fill out and have updated for each PLC meeting. Our Monthly data discussions center around this data.			

Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**		
	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**

Initial Assessment:	We use MTSS which is a systemic, prevention-oriented framework that ensures access to high-quality instruction and evidence-based interventions tailored to academic, behavioral, and social-emotional needs We employ MTSS in this fashion, instruction is organized into three tiers: Tier 1: Universal, evidence-based and differentiated core instruction for all students. Tier 2: Targeted, supplemental instruction (e.g., small group) for students not fully responding to Tier 1. Tier 3: Intensive, individualized intervention for students who continue to struggle despite Tier 1 and Tier 2 support. Tier 1 instruction is meant to be systematic, explicit, differentiated, and grounded in research-based practices. Teachers adjust instruction based on data, such as universal screening, and ensure content is accessible to all learners. we currently need to strengthen our core instruction. Many of our students are not being reached through the core. Tier 2 and Tier 3 interventions build on Tier 1, offering targeted, intentional support that's data-driven and evidence-based. These interventions are adjusted based on ongoing progress monitoring. We need to do a better job of strengthening the core and ensuring students that need Tier 2 and Tier 3 are getting proper interventions with progress monitoring.	Limited Development 07/30/2025		

How it will look when fully met:	At PSEs our tiered instructional system ensures that: Every student begins with strong, differentiated Tier 1 instruction (Core). Data and progress monitoring inform movement into targeted Tier 2 support as needed. Intensive Tier 3 instruction is available for students requiring further assistance. Instruction across all levels is evidence-based, systematic, and tailored. We are currently doing this for all student at PSES. Teacher support and professional learning are embedded to sustain high-quality instruction.		**Jennifer Nance (elected 2025)**	**05/22/2028**
Actions		**0 of 4 (0%)**		
8/25/25	The MTSS team meets monthly to discuss students and Tiered plans		Jennifer Nance (elected 2025)	05/31/2026
Notes:	We meet on the 4th Wednesday of every month to discuss students and entry into Tier 2 or 3			
8/25/25	Teachers are differentiating the core instruction to reach all groups		Jennifer Nance (elected 2025)	06/01/2026
Notes:	Our main goal is to strengthen the core instruction. Their lesson plans and data discussions center around this.			
11/6/25	Teachers will increase EOG proficiency in ELA by 11 percent by 2026		Laura Dawkins (elected 2025)	06/01/2026
Notes:	We are strengthening the core instruction, differentiating for all students, using data and standards to drive instruction, monitoring with a purpose and using the gradual release model.			
11/6/25	We will raise EOG proficiency by 7 percent in Math by 2026		Laura Dawkins (elected 2025)	06/01/2026
Notes:	We are strengthening the core instruction, differentiating for all students, using data and standards to drive instruction, monitoring with a purpose and using the gradual release model.			

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
Initial Assessment:			July 2025 At our school, instructional teams meet weekly to collaboratively plan, develop, and revise units of instruction. These meetings are facilitated by the instructional facilitator and supported by the principal, ensuring consistent leadership and alignment with schoolwide priorities. During collaboration, teachers review student performance data, identify instructional needs, and make decisions about upcoming units or re-teaching strategies based on data trends. While this collaborative planning structure is a clear strength, our current implementation lacks the consistent use of pre- and post-assessments that are fully aligned with instructional goals. As a result, teams have limited data to measure student growth across units and to adjust instruction with precision. Developing these assessments is a recognized priority. Additionally, our current unit planning process does not actively include Special Education or English Language Learner (ELL) staff. At this time, there is no formal structure in place to ensure that the needs of diverse learners are systematically addressed during the planning phase, and their input is not consistently embedded in instructional units. Overall, while we have a strong foundation of collaborative planning and data-informed discussion, our next steps include ensuring equitable representation of all learners in unit design and developing assessment tools that guide and measure instructional effectiveness across all content areas. --- Let me know if you'd like help drafting the **Next Steps** or **Action Plan** section as well.	Limited Development 07/30/2025		
How it will look when fully met:			July 2025		**Laura Dawkins (elected 2025)**	**06/10/2028**

	At our school, instructional teams meet weekly to collaboratively plan, develop, and revise units of instruction. These meetings are facilitated by the instructional facilitator and monitored by the principal to ensure alignment with academic standards and school-wide instructional goals. During these sessions, team members review student performance data, reflect on instructional effectiveness, and plan upcoming units or re-teaching opportunities based on identified needs. Pre- and post-assessments are in place for all instructional units and are aligned to the intended learning outcomes. These assessments are used to inform instruction, monitor student progress, and evaluate the effectiveness of unit design. While this is a developing area of strength, the school is working to further refine and expand the quality and consistency of these assessments to ensure they effectively guide instruction at all levels. Special Education and English Language Learner (ELL) staff are actively involved in unit planning. They participate in weekly planning meetings and provide input to support the academic growth of students in their respective subgroups. Their contributions are used to help tailor instructional strategies and interventions that promote equity and address the diverse needs of learners. Overall, our school demonstrates a strong foundation in collaborative instructional planning, alignment to standards, and the use of data to inform instruction. Continued work will focus on strengthening assessment practices and deepening the integration of inclusive strategies to support all learners.			
Actions		**0 of 4 (0%)**		

7/30/25	Create PLC schedule that allows EC and ELL teachers to attend		Jon LaChance	06/01/2026
Notes:	Our PLC schedule does allow for the ML and EC teacher to attend. They attend regular meetings when they are here.			
7/30/25	Create a vertical teams schedule that allows EC and ELL teachers the ability to attend		Jon LaChance	06/01/2026
Notes:	Both the EC teacher and ML teacher can attend the vertical teams meetings			
7/30/25	Develop Unit pre and post assessments for all core areas		Laura Dawkins (elected 2025)	06/01/2026
Notes:	We have done this for the units that we have covered so far. Ms. Dawkins will oversee this. we will continue to look at this in Vertical teams meetings and PLC meetings.			
11/6/25	We will develop vertical reading and Math strategies such as RACE and CUBES to be used in all core grade level classrooms		Mel Taylor (elected 2025)	06/01/2026
Notes:	3rd and 4th grade have successfully implemented these strategies. 5th grade still needs to incorporate these on a regular basis.			