Green Ridge Elementary 11/21/2025

Comprehensive Progress Report

Mission:

At GRES, we are dedicated to the education of students by providing them with the skills to be successful and competitive in a global society.

Vision:

GRES's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students through diversified experiences. Our students discover their potential by achieving and growing toward college and career readiness in a safe and nurturing environment.

Goals:

Eliminate opportunity gaps.

Improve student 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 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:			The school's Leadership Team consistently reviews school performance data and aggregated classroom observation results to inform decisions about school improvement efforts and professional development priorities. These data sources help identify instructional strengths and areas for growth, ensuring alignment between staff development and student learning needs.	Limited Development 07/30/2025		
How it will look					**Mandy Hall**	**06/10/2028**

when fully met:	When this objective is fully met, the Leadership Team will systematically and routinely analyze a wide range of data sources—including school performance metrics, benchmark assessments, formative assessments, and classroom observation data—to drive instructional planning and school improvement decisions. Data analysis will be collaborative, ongoing, and embedded into regular leadership and instructional team meetings. Professional development will be strategically aligned with identified instructional needs, with follow-up support and monitoring in place. Evidence of Full Implementation: To determine full implementation, we will use the following data, resources, and evidence: Agendas and minutes from Leadership Team meetings showing regular review and discussion of data. Documentation of how data is used to inform school improvement strategies and professional development plans. Evidence of teacher participation in targeted professional development aligned to identified needs. Observation and walkthrough data showing improvements in instructional practices. School improvement plan with goals clearly aligned to analyzed data			

	trends. Staff feedback surveys reflecting relevance and effectiveness of professional development. Tracking of student performance data over time showing positive trends in targeted areas.			
Actions		**0 of 4 (0%)**		
8/7/25	Create a data review schedule for leadership meetings.		Mandy Hall	06/10/2026
Notes:				
8/7/25	Provide PD on analyzing performance and observation data.		Kim Simpson (Elected 2025)	06/10/2026
Notes:				
8/7/25	Use data trends to plan targeted staff development.		Mandy Hall	06/10/2026
Notes:				
8/7/25	Review the impact of PD using student and observation data.		Mandy Hall	06/10/2026
Notes:				

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:	Our school has implemented a multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students. Tier I instruction is standards-based, evidence-driven, and delivered to all students. Tier II interventions are provided to students who need additional support, based on assessment data and teacher input. Tier III services offer intensive, individualized interventions for students with the greatest needs. Teachers meet in PLCs to analyze data, identify students for intervention, and monitor progress. While structures are in place, there is a need to strengthen consistency in progress monitoring, intervention documentation, and fidelity checks across grade levels to ensure all students receive appropriate and timely support.	Limited Development 07/30/2025		
How it will look when fully met:	At full implementation, the school's multi-tiered system of support (MTSS) will be consistently embedded in daily instructional practices across all grade levels. Tier I instruction will be rigorous, evidence-based, and differentiated to meet the needs of all learners. Students requiring additional support will be promptly identified using universal screening and diagnostic assessments, with Tier II and Tier III interventions delivered systematically and with fidelity. Progress monitoring will occur regularly using standardized tools, and data will be used to adjust instruction and interventions. Teachers, specialists, and support staff will collaborate during scheduled PLCs and MTSS meetings to analyze data, track student growth, and make data-driven decisions. Families will be actively engaged in the intervention process through regular communication and progress updates. Evidence of Full Implementation: To determine that full implementation has been reached, the following evidence and data sources will be used: Universal screening data for all students administered multiple times per year.		**Kim Simpson (Elected 2025)**	**06/10/2028**

	Tiered intervention schedules and documentation logs. Progress monitoring reports and data tracking tools. MTSS meeting agendas, minutes, and action plans. Fidelity checklists for intervention delivery. PLC notes demonstrating data-driven instructional planning. Increased student achievement and growth in benchmark and progress monitoring data. Documentation of parent communication and involvement in the intervention process.			
Actions		**0 of 4 (0%)**		
8/7/25	Establish a school-wide MTSS schedule and protocol.		Kim Simpson (Elected 2025)	06/10/2028
Notes:				

8/7/25	Provide staff training on tiered interventions and progress monitoring.		Kim Simpson (Elected 2025)	06/10/2028
Notes:				
8/7/25	Deliver evidence-based interventions with fidelity across all tiers.		Mandy Hall	06/10/2028
Notes:				
8/7/25	Review intervention data regularly to adjust instruction and supports.		Mandy Hall	06/10/2028
Notes:				

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:			Our school envisions a collaborative, data-informed instructional planning process in which all Instructional Teams design rigorous, standards-aligned units of instruction that promote equitable learning outcomes for every student. Through regular collaboration, analysis of student data, and alignment to state standards, teachers will develop coherent and engaging units that build essential skills, foster critical thinking, and ensure academic growth across all grade levels and subjects. Professional development, shared planning time, and access to high-quality resources will support this vision, empowering educators to respond effectively to student needs and close achievement gaps.	Limited Development 07/30/2025		
How it will look when fully met:			July 2025 At our school, instructional teams consistently develop and implement standards-aligned units of instruction for every subject and grade level. These units are collaboratively designed during regularly scheduled PLC meetings, where teachers use unpacked standards, district pacing guides, and vertical alignment documents to ensure coherence across grade levels. Instructional planning follows a backward design model, beginning with clearly defined learning outcomes and aligned assessments. Each unit includes essential questions, targeted vocabulary, instructional strategies, and differentiated tasks to meet the diverse needs of all learners. Teachers use multiple data sources—including benchmark assessments, common formative assessments, and ongoing progress monitoring—to		**Kim Simpson (Elected 2025)**	**06/10/2028**

	refine instructional plans and ensure students are progressing toward mastery. PLC discussions are focused, data-driven, and grounded in student evidence. Teachers reflect on instructional effectiveness, share best practices, and adjust units to improve rigor and relevance. The school provides ongoing professional development and coaching to strengthen planning and instructional design. Administrators and instructional coaches support teams by attending PLCs, reviewing unit plans, and conducting classroom walkthroughs to ensure alignment between written, taught, and assessed curriculum. Evidence of full implementation includes: Completed unit plans are housed in a shared digital platform PLC meeting agendas and minutes documenting collaborative planning and data analysis Student work samples and assessment results aligned to unit objectives Walkthrough and observation data showing instructional alignment A unit planning template is consistently used across grade levels and subjects These practices are deeply embedded in the school's culture and instructional routines, ensuring sustainability and continuous improvement.			
Actions		**0 of 4 (0%)**		
7/30/25	Develop: Develop consistent unit planning expectations schoolwide.		Kim Simpson (Elected 2025)	06/10/2026
Notes:				
7/30/25	Train: Train teachers to unpack standards effectively.		Kim Simpson (Elected 2025)	06/10/2026
Notes:	Train 2-3 times and differentiate training as needed.			
7/30/25	Implement: Implement a shared digital unit plan repository.		Mandy Hall	06/10/2026
Notes:	Google Drive will serve as our repository.			
7/30/25	Monitor: Monitor PLC minutes for alignment and progress.		Mandy Hall	06/10/2026

Notes:						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers at GRES consistently communicate students' mastery of specific, standards-based objectives to parents and guardians using multiple, structured methods on a predefined schedule. Teachers utilize phone calls, ClassDojo, Infinite Campus, and parent-teacher conferences to share progress, ensuring families receive timely and accurate updates on their child's mastery of standards. This systematic approach provides parents with both general performance updates and specific feedback tied to state standards, fostering strong school-home partnerships and supporting student success.	Limited Development 08/26/2025		

How it will look when fully met:	At full implementation, all teachers at GRES systematically and consistently report each student's mastery of standards-based objectives in a clear, timely, and family-friendly manner. Families receive regular updates through multiple platforms, including phone calls, ClassDojo, Infinite Campus, and parent-teacher conferences. Communication is aligned with specific learning standards, utilizing rubrics and progress indicators that highlight both strengths and areas for improvement. Teachers follow a school-wide schedule and reporting protocol, ensuring that every parent receives consistent information, regardless of their child's grade level or subject. Reports clearly identify whether a student is meeting, exceeding, or working toward mastery of each standard. Families are supported in understanding mastery data through training, resources, and translators when needed. As a result, parents are equipped to partner with teachers in supporting student learning at home. Administrators monitor communication logs and review reporting practices to ensure fidelity and consistency across classrooms. When fully implemented, this process creates a transparent, collaborative system where parents and guardians are active partners in their child's learning journey, and instructional decisions are informed by shared data on standards-based mastery.		**Emily Dunn**	**06/10/2028**
Actions		**0 of 4 (0%)**		
8/26/25	Develop a school-wide communication schedule aligned to reporting periods.		Kim Simpson (Elected 2025)	06/10/2028
Notes:				
8/26/25	Train teachers on providing clear, family-friendly mastery feedback		Kim Simpson (Elected 2025)	06/10/2028
Notes:				
8/26/25	Implement multiple reporting methods (phone, ClassDojo, Infinite Campus, conferences).		Emily Dunn	06/10/2028

Notes:				
8/26/25	Monitor teacher communication logs and family engagement data regularly		Emily Dunn	06/28/2028
Notes:				