

Comprehensive Progress Report

Mission: PGES will prepare every child for academic, social, and emotional success in our learning environment and for lifetime success in our ever changing world.

Vision: PGE works collaboratively and comprehensively with staff, parents and the community to foster a positive learning environment where every child discovers and achieves their full potential to demonstrate the highest levels of intellectual, social and emotional development, to become productive, responsible and ethical members of our global society.

- Goals:**
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 76.9% in SY2024-25 to 86.0% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Goal 1)
 - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 25.6% in SY2024-25 to 35.6% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Goal 2)
 - The percent of the lowest subgroup as compared to the highest subgroup scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5, will increase from 45.3% in SY2024-25 to 55% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Guardrail 1)
 - Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2025-2026. (Aligns to A1.07, A4.06, and CMS Guardrail 2)
 - The percent of Chronic Absenteeism will decrease from 23.2% in SY 2024-25 to 14% in SY 2025-26. (Aligns to 1.07, A4.06, and CMS Guardrail 3)
 - The school will retain 80% of licensed classroom teachers throughout the 2025-26.
 - The percent of students scoring Grade Level Proficient (GLP) on math End of Grade assessments in grades 3-5 will increase from 61.43% in SY2024-25 to 74.36% in SY2025-26. (Aligns to A2.04, B3.03 and CMS Goal 3)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Teachers receive feedback according to a formatted walkthrough form, which aligns to the CMS Instructional Look For's, instructional goals and academic outcomes of the SIP. Members of the Instructional Leadership Team follow a weekly walkthrough schedule to ensure that all teachers are provided feedback, and that feedback is aligned through a tracking form. The data tracking form serves as a measure of accountability as well as the evidence to ensure that feedback is consistent and timely. One challenge from the 2023-2024 school year is that with all of the various school based needs, it was difficult to prioritize weekly walkthroughs on a consistent basis. The admin team follows a schedule for conducting formal observations and utilizes the NCEES Rubric to coach teachers on their instructional practices.

For students needing instruction in addition to the core, an MTSS team is in place to review data and create plans to provide additional support. Universal Screener and benchmark data is used to identify student needs and intervention plans follow a standard treatment protocol.

Administrators were present in PLC meetings during the 2023-2024 school year. Clear guidance was provided for standard aligned instruction. Evaluations were completed on time. The ILT maintained a coaching caseload for the entire year.

Moving into the 2024-2025 school year, the Instructional Leadership Team will identify the needs of teachers and assign instructional coaches for the school year. Administrators will make attending and actively participating in PLC meetings a priority. An updated walkthrough form will be used to provide frequent feedback to all staff members.

The administrative team will continue to enhance their knowledge and skillset in providing effective feedback by attending professional development aligned with effectively leading a turnaround school.

Limited Development
08/07/2024

		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The Admin Team attends all PLC planning meeting to provide guidance and support around rigorous standard alignment and instructional best practices. The Instructional Leadership Team then conducts weekly instructional walkthroughs to monitor instruction, providing coaching and feedback to teachers to enhance teacher effectiveness and increase student achievement.			Felicia Walker-Cooper	06/09/2026
Actions				0 of 2 (0%)		
	9/7/25	A Tiered coaching caseload will be developed for each ILT member, teacher coaching plans will be implemented, and coaching logs will be completed weekly to document support and next steps.			Felicia Walker-Cooper	10/31/2025
<i>Notes:</i>						
	9/7/25	PD-clinics will be conducted bi-monthly by teacher leaders based on walkthrough trends, student achievement data, and teacher surveys. A teacher professional development survey will be conducted each quarter to get feedback on school PD offerings. (Target dates are November, February, April)			Felicia Walker-Cooper	11/24/2025
<i>Notes:</i>						
Implementation:				05/30/2025		
	Evidence	5/30/2025 - Walkthrough schedule, Core Action Walkthrough tool, Walkthrough feedback, and Coaching feedback log.				
	Experience	5/30/2025 - A Walkthrough schedule was developed along with a Core Action walkthrough tool to provide consistent feedback to teachers. The ILT met weekly to discuss walkthrough trends and plan for PD and coaching support.				
	Sustainability	5/30/2025 - MCLs will be relieved from the role of facilitating PLC meetings to provide more time for them to be in classrooms, coaching teachers.				
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:	<p>For the 2023-24 school year, Piney Grove was fully staffed for essential roles needed to support the work of school improvement. However, hiring and maintaining highly qualified staff is difficult and is an area of inequity at our school. Two MCL2s were hired to support literacy and math in grades 3-5. The MCL2s played a large support role for our inexperienced teaching staff through planning, coaching, modeling, co-teaching and pulling small groups of students. A full-time Spanish interpreter was hired to support families and staff. To enhance teacher effectiveness and increase student engagement and achievement, MyPath and NearPod were purchased as instructional supports.</p> <p>Currently, Piney Grove has 2 MCL2s and 5 EITs to support instruction in grades 2-5 for the 2024-25 school year. A full-time bi-lingual Family Advocate is also part of our staff. Piney Grove is fully staffed for essential roles needed to support the work of school improvement.</p>	Limited Development 10/04/2023		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>At full implementation, all classrooms will be taught by a highly effective, highly qualified staff members who are committed to the profession. All staff will be trained in standard aligned instruction and effectively implement instruction using the standard aligned, district curriculum.</p> <p>Human capital will be a top priority. There will be Teacher Leader Pathway positions at each grade level who are their expertise with their PLCs. Staff turnover will rate will be less than 10% each year. Incentives for teacher recognition will be provided regularly. Professional development opportunities will be funded using school funds.</p>		Felicia Walker-Cooper	06/09/2026
Actions		0 of 2 (0%)		
8/7/24	<p>Within the 2025-26 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by providing coaching, feedback and relevant PD to support new teachers. We will utilize our community partners to support staff retention strategies. We will also utilize our Title I budget to create Teacher Leader Pathway positions in an effort to build leadership capacity and retain effective instructional staff members.</p>		Felicia Walker-Cooper	10/31/2025
<i>Notes:</i>				

9/7/25	The ATSI Leadership Team will collaborate with ATSI district specialists to provide quarterly professional development to staff on ways to support students with disabilities in the classroom. Target dates are October, January, and April		Katherine Shannon	11/24/2025
<i>Notes:</i>				
Implementation:		05/30/2025		
Evidence	6/20/2024 Title I funds were used to fund two MCL2 and one EIT2 positions. Community partners were utilized to support with providing teacher incentives and snacks to increase staff morale. The ILT provided one-on-one coaching support to new teachers and all staff participated in the book study, "What Great Teachers Do Differently". 5-30-25 ATSI funds spent on instructional materials. District, State, and Title I funds used to create 4 EIT2, 1 EIT1 and 2 MCL2 positions.			
Experience	6/20/2024 Title I funds were used to fund two MCL2 and one EIT2 positions. Community partners were utilized to support with providing teacher incentives and snacks to increase staff morale. The ILT provided one-on-one coaching support to new teachers and all staff participated in the book study, "What Great Teachers Do Differently". 5-30-25 ATSI funds were used to purchase instructional materials to support EC students. District, State, and Title I funds were used to create Teacher Leader Pathway positions to enhance teacher effectiveness and increase student achievement.			
Sustainability	6/20/2024 To enhance teacher effectiveness and increase student achievement we will focus our hiring efforts on employing more TLP candidates. 5-30-25 Continue to build our TLP program to ensure that every grade level has a Teacher Leader to enhance teacher effectiveness and increase student achievement.			

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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Initial Assessment:	An effective MTSS leadership team was established with scheduled monthly meetings including all stakeholders. Collaborative systems and processes are in place, including a schedule and staffing plan to support intervention delivery based on data from universal	Limited Development 08/07/2024		
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screeener results. Systems and processes are in place to track the effectiveness of tiered interventions. An MTSS interventionist position was created and is used to support intensive interventions K-5. Every grade level has a 45 min. Intervention/Enrichment block (Champ Time) to support with unfinished learning. For students needing instruction in addition to the core, an MTSS team is in place to review data and create plans to provide additional support. Universal screener data is used to identify student needs and intervention plans follow a standard treatment protocol. Teacher Assistants were trained on small group interventions using the EL curriculum, Do the Math, Developing Number Concepts, and Orton Gillingham and implement targeted small group instruction during Literacy Skills Block and Champ Time. Several teachers are also trained in Orton Gillingham and utilized OG lessons during intervention time. I-Ready is used as a supplemental reading intervention in grades 2-5 and Dreambox is used as a supplemental math intervention in grades K-5.

Based on data from the 2023-2024 school year, we had successes in our overall EVAAS Projected data and Champ time groups. The addition of more OG groups and revamping our Champ time groups in February (based on data from DIBELS, MVPA and MAP) we were able to provide an intentional tiered approach which included utilizing the iReady program, Fluency and Close Reading Protocols, and a Science intervention group focused on vocabulary for the 5th grade ML students. While some students grew and made double digit gains based on DIBELS data in grades K-3 and EOG data 3-5. Students in grades 3-5 need more intentional differentiated instruction to build foundational and reading comprehension skills for next school year. Also, we recognize a need for targeted supports for our Hispanic population based on the EOY data.

For the 24-25 school year, teacher assistants will provide targeted small group support during skills block and OG interventions during Champ time. An additional teacher position will be created to decrease teacher-student ratios to allow teachers to provide more intensive classroom support for all students. To support teachers in enhancing their engagement strategies, teacher representatives from each grade level will attend the "Get Your Teach On" conference and provide professional development for the staff upon their return. Students who need additional academic, behavioral, and Social Emotional support will be offered after-school tutorial services to provide them with the needed support.

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Champ Time will be effectively implemented in all grade levels with a targeted focus on academic and behavioral intervention and enrichment. During monthly MTSS Leadership and Grade Level meetings data will be analyzed by all stakeholders to develop and implement effective support plans for all students. All intervention plans will follow the standard treatment protocol guidelines with the goal of discovering useful student information and support decision making to exceed or maintain targeted growth. Branching Minds will be the platform used to monitor all behavioral and academic interventions. For standard aligned Champ Time instruction targeted lessons will be developed and modeled during Champ Time planning weekly. Mastery Connect will be used to progress monitor standards mastery for our core and above core students.</p>			Dominique Perkins	06/09/2026
Actions			0 of 2 (0%)		
	9/7/25	ILT will establish systems and processes to effectively use i-Ready resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. Data planning meeting will take place after every i-Ready Benchmark assessment in grades 3-5. (Target dates are October, February, and April)		Felicia Walker-Cooper	10/31/2025
	<i>Notes:</i>				
	9/7/25	Teachers will discuss targeted support strategies for ML, EC, and AIG students during weekly PLC meetings and document strategies to be implemented in weekly lesson plans.		Michelle VanDerwerken and Hannah Rockecharlie	11/24/2025
	<i>Notes:</i>				
Implementation:			05/30/2025		
Evidence	5/30/2025				
Experience	5/30/2025				
Sustainability	5/30/2025				
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>		<p>As a school, students in our African American (GLP +12.4 and CCR +12.6) and White (GLP +16 and CCR +10.9) subgroups showed double digit growth from 22-23 to 23-24. Students With Disabilities were also stronger in both GLP (+4.0) and CCR (+1.4) as well. Also, students in 3rd grade math showed gains in both GLP (+8.4) and CCR (+7.6).</p> <p>Planning and data meetings are held weekly, as teams collaboratively plan for upcoming instruction based on current data. Teachers utilize their mastery connect data to inform instruction. Through weekly 90-minute planning, teams unpack standards, pace instruction and design daily lessons to reflect the grade level expectations using District provided curriculum and resources. Teachers have moved from working with the curriculum with fidelity to integrity, making standard aligned instructional choices using district resources. Content leaders were identified in each grade level for each content area to provide guidance and support to grade level PLC. Walkthroughs are conducted on a biweekly basis by members of the Instructional Leadership Team with a consistent focus on implementation of standard aligned instruction. Co-teach planning with EC, ESL, and TD occurs on a weekly basis.</p> <p>As a school, students in our Asian subgroup showed a decrease (-6.9) in GLP from 50.8 in 2023 to 43.9 in 2024. We had a slight dip (-0.3) in CCR from 38.1 in 22-23 to 37.8 in 23-24. Additionally, students in our Hispanic subgroup showed a decrease (-6.1) in GLP from 23-24 and a decrease (-2.6) in CCR from 23-24.</p> <p>Going into the 2024-2025 school year, a targeted focus will continue to be placed on 3rd grade reading, which includes the hiring of two EIT teacher leaders. MCL2 teacher leaders will continue to provide professional development and coaching support to all 3-5 teachers. A targeted intervention plan will be put in place to address the needs of all students who are below grade level. We will continue to provide professional development to strengthen the co-teach model for EC, ESL and TD supports. Plans will be put in place to support student independent reading stamina and fluency in all grade levels.</p> <p>To support content instruction, all grade levels will provide students with real-world applications by planning at least two field trips that align with the standards being taught.</p>	Limited Development 08/07/2024		

How it will look when fully met:	Our priority will be to develop our teachers' depth of knowledge of the content(s) they teach in order to effectively shift the utilization of the curricula from fidelity to integrity. We will focus heavily on ensuring our master schedule and instructional approaches reflect the shifts in instruction so that grade levels are focused on providing grade level standard aligned instruction and consistent feedback for all students. Our teachers will have a deeper understanding of the standards that are being taught through the use of the Know/Show protocol in PLC meetings and planning sessions will be places where teachers have shared ideas about how to instruct students on multiple levels. PLC time will include modeling, demonstration of the use of manipulatives, and discussion of student work samples. This kind of work will help teams address their misconceptions prior to teaching lessons in their classrooms which will allow for shared ownership over the implementation of the curriculum. MCL2s will also make a conscience effort to support and coach teachers through lessons as needed. Grade level content leads will facilitate grade level PLCs, which should lead to more meaningful learning together. MCL2s will meet monthly with grade level content leads to discuss vertical alignment and build leadership capacity.		Hannah Rockecharlie	06/09/2026
Actions		0 of 3 (0%)		
9/22/25	A planning schedule will be created to provide teachers with 45 minutes of duty-free planning daily, along with an additional 90-minute planning session once a week.		Hannah Rockecharlie	10/31/2025
<i>Notes:</i>				
9/7/25	Teachers will consistently use academic monitoring during instruction, focused on standards-aligned tasks selected during PLC meetings, to collect data on student mastery and misconceptions to inform instructional next steps. Lesson plan expectations will include documentation of academic monitoring laps.		Michelle VanDerwerken and Hannah Rockecharlie	11/24/2025
<i>Notes:</i>				
9/7/25	Content Leads schedule time in weekly PLC meetings for intentional data analysis after every unit assessment and benchmark in all grade levels. The Piney Grove analysis protocol will be utilized with all data to identify next steps. (Target dates for progress monitoring are November, February, and April)		Felicia Walker- Cooper and Dominique Perkins	11/24/2025
<i>Notes:</i>				

Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, the master schedule provides time daily for SEL instruction. Teachers implement daily morning meetings to address SEL and reteach behavioral expectations. The School Counselor conducts monthly guidance lesson to address character education. The Counselor conducts small groups focusing on SEL skills.</p> <p>Assemblies are held by the Behavior Support Coordinator twice a year to set behavior expectations. Behavior Matrix posters are hanging around the school and School Rules posters are present in each classroom. Staff are provided professional development around our school-wide behavioral expectations and procedures. Behavior data is shared out regularly with staff.</p> <p>Check-ins are conducted for students with chronic absenteeism. Daily announcements report class perfect attendance and the classrooms with perfect attendance for the week are rewarded.</p> <p>While behavioral data is trending positively, absenteeism is still a concern.</p>	Limited Development 08/07/2024		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>We will have a school-wide response to behavior, deescalating students and responding to their needs in age and developmentally appropriate ways. When needed, resources will be accessed to support a student in need of greater intervention. A school-wide screener will be in place to identify all students in need of support, not only the ones whose needs are the most obvious. Positive behavior reinforcements will be used with consistency. The BSC will analyze student-level discipline data to determine most frequent behaviors, and develop a consistent response with research based strategies for the school to implement. Next steps for support and intervention will also be mapped out for teachers. Students will receive timely assistance with social and emotional needs by the counselors or social worker. Fluid and flexible groups will be structured during the supplemental time, so students can have all needs met.</p>			Stephanie Rickaby	06/09/2026
Actions			0 of 3 (0%)		
9/22/25	<p>The school will implement a zero-tolerance initiative for bullying, including guidance lessons on bullying provided by the counselor to all students during October. Students will sign the Bully-Free Campus pledge, and 5th graders will receive training on the See Something, Say Something initiative.</p>			Stephanie Rickaby	10/31/2025
	<i>Notes:</i>				
9/7/25	<p>Staff will receive Capturing Kids' Hearts training and implement the framework during SEL instruction. Teacher and student surveys will be conducted to assess SEL effectiveness at the end of each quarter. Surveys will be conducted in November, February, April, and June.</p>			Stephanie Rickaby	11/24/2025
	<i>Notes:</i>				
9/22/25	<p>Teachers will be provided with duty-free lunch starting on September 8, 2025, through the remainder of the school year.</p>			Felicia Walker-Cooper	06/10/2026
	<i>Notes:</i>				
Implementation:			06/12/2025		
Evidence	<p>6/12/2025 - Panther Jam participation Q1 - 439 participants (97%), Q2 - 412 participants (92%), Q3 - 423 participants (93%); Educator Handbook records; Class Dojo reports; Effectiveness data from counselor lessons</p>				

<i>Experience</i>	6/12/2025 - Educator's Handbook was used and monitored. Class Dojo was utilized school-wide and quarterly celebrations were held for students who met their goals. Weekly attendance incentives were established and quarterly dances were held for students with perfect attendance. Monthly guidance lessons were completed by the school counselor.			
<i>Sustainability</i>	6/12/2025 - The implementation of weekly individual student incentives will need to be put in place for the upcoming school year. Staff will receive additional training on how to implement effective morning meetings from the school counselor.			