

Comprehensive Progress Report

Mission:

Polo Ridge staff and community will engage, nurture and inspire respect for life-long learning.

Vision:

The Polo Ridge family will work collaboratively to continue the development of social skills, character, and academic knowledge of every child. We will celebrate diversity of all students in a nurturing and caring environment. Students will experience the joy of learning and the sense of accomplishment that result from performing at their highest potential.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 89.8% in SY2024-25 to 100% in SY2025-26. (Aligns to A2.04 and 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 69.1% in SY2024-25 to 83.2% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2).

The percent of students scoring Grade Level Proficient (GLP), (ML subgroup), on reading End of Grade assessments in grades 3-5 will increase from 75.9% in SY 2024-25 to 78% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of incidents will decrease by 5% from 283 in SY 2024-25 to 269 in SY 2025-26 (with an increase of student enrollment of approximately 15%). (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 90% of proficient licensed classroom teachers throughout the 2025-2026. (Aligns to C3.04 and CMS Guardrail 4)

Executing a three tiered Attendance Plan to decrease our number of chronically absent students from 6.2% in the 2024-25 academic year to 5% for the 2025-2026 school year.



! = 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:

At the end of the 2024-2025 year, the school's composite for GLP increased from 84.6% (2023-2024) to 90.7 (2024-2025 unofficial). CCR increased from 73.6% (23-24) to 74.9% (24-25 unofficial).

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 89.8% in SY2024-25 to 100% in SY2025-26.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 69.1% in SY2024-25 to 83.2% in SY2025-26.

End of Grade Reading assessments in grades 3-5 will increase from 87.5% in SY2024-25 to 89.0% proficient in SY2025-26.

The successes we experienced related to this indicator in meeting our goals this year include an increased number of grade level walks both with and without Learning Community support. One-on-one data meeting with classroom teachers during the year and implementation of RELAY Coaching schoolwide.

The challenges we face in meeting our 2024-2025 SIP goal targets is developing a clear walkthrough schedule that we consistently adhere to, using impact statements consistently based on action steps and school wide expectations when providing walkthrough feedback to teachers. Other challenges consist of identifying data that more specifically relates to EC teachers and how their students are making progress towards their goals for one-on-one data meeting with them next year and assessing core instruction for SBS students.

Opportunities that exist to address these challenges are use of RELAY coaching, using EIT, MCL and Admin team to offer differentiated support and feedback based on targeted goals for teachers connected to our school-wide expectations and the School Improvement Plan.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<p>Teachers utilize a clear and consistent process for planning meetings and understand curriculum materials in order to make judgements to support student need. Teachers will gather, analyze, and utilize data and hold meaningful conversations around how to provide personalized and differentiated instruction to students based off the data. We would see increased levels of student engagement because students are being provided targeted, personalized instruction.</p> <ul style="list-style-type: none"> • Weekly Admin Meetings, Weekly Planning, Multiple days of planning, • Grade Level Data Dives (quarterly), Data Meeting with Admin (2x/year), • Evidence of core actions equitably across all classrooms, Evidence of a variety of strategies used to • We will conduct a book study, Happy Teacher, to discuss the various topics and implement new learning within the school. • I-Ready, DIBELS, MVPA (benchmarks) and Common Assessments (in-class), EOGs, ACCESS • Core small group instruction i.e math and reading 		<p>Matthew Younis</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/29/24</p>	<p>The Principal and the leadership team will provide professional development during professional learning community meetings to support the student growth by having teachers support students as they begin to analyze their own data. Using this data teachers and students will collaborate on goals in I-Ready and their "pathways" to meet their target learning growth.</p> <p>We will do this work by assessing current practices and needs, using I-Ready lessons and data, incorporating research-based best practices, demonstrating scaffolding techniques, modeling, providing practice time, and providing ongoing feedback and support. (Why) will do this to address the identified problem of practice, improve academic outcomes for all students including MLs, ensure consistent implementation of best practices, and build teacher capacity. District Goal 1 and 2.</p>		<p>Jovana Edwards</p>	<p>06/10/2026</p>
<p>Notes:</p>	<p>ML Teacher attends PLCs providing strategies to support ML students, with emphasis on writing. Leadership team conducts walkthroughs and provides teachers with feedback.</p>			

1/7/25	The Principal will deliver on-going teacher support through coaching conversations to ensure that the instructional implementation and progress monitoring occurs with fidelity of the newly adopted curriculum and district expectations. Coaching will focus specifically on providing meaningful feedback to students and embedding checks for understanding throughout lessons to serve as an additional data point. Walkthroughs and Admin Core Action walks will inform admin coaching meetings and coaching meetings will change teacher practice by implementing the RELAY coaching model. Additionally, the information used will help us during grade level planning to discuss alignment and best practices. Aligned to FAM-S, Goal 1 and 2. Aligned to Goal 1, 2; FAM-S.		Jovana Edwards	06/10/2026
<p><i>Notes:</i> As of 11/1/24- All teachers are included on the school's coaching plan and paired with a member of the leadership team. The RELAY coaching model is utilized to provide staff with feedback towards continuous growth. Emphasis has been placed on aggressively monitoring students and providing feedback. Creation and implementation of student data folders schoolwide.</p>				

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:

At the end of the 2024-2025 year, the school's composite for GLP increased from 84.6% (2023-2024) to 91.2 (2024-2025 unofficial). CCR increased from 73.6% (23-24) to 75.0% (24-25 unofficial). ML students proficiency composite for reading GLP increased from 48.8% (23-24) to 75.9% (24-25 unofficial); CCR increased from 31.7% to 50% (unofficial 24-25).

Executing a three tiered Attendance Plan to decrease our number of chronically absent students from 6.2% in the 2024-25 academic year to 5% for the 2025-2026 school year.

The percent of incidents will decrease by 5% from 283 in SY 2024-26 to 269 in SY 2025-26 (with an increase of student enrollment of approximately 15%).

The percent of incidents will decrease by 5% from 283 in SY 2025-26 to 269 in SY 2025-26 (with an increase of student enrollment of approximately 15%). The successes we experienced related to this indicator in meeting our goals this year included implementation of student data folders, quarterly grade level data dives, weekly admin meetings with data, an increase of the admin. Team's classroom walkthroughs, schoolwide book study around happy Teacher habits, and continuation of tiered behavioral and academic plans.

The challenges we face in meeting our 2024-2025 SIP goal targets are having more "new" staff, including a new SBS teacher. In addition to this, we will be in third year of implementation year for Pre-K and SBS. Implementation of a new science curriculum and continued implementation of Open Up math.

Opportunities that exist to address these challenges are improving informal and formal vertical alignment due to having new teachers in grade levels, and with their various experiences, the grade level can be of support with alignment. Having staff attend professional development from the district will provide additional support as we learn more about new curriculums, SBS, and Pre-K.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Frequently meeting as a team and with facilitators to review standards, curriculum and data to drive instruction. • Instruction specified design of culturally responsive instruction, practices for ensuring student engagement, opportunities for scaffolding, description of practice opportunities, etc. • Curriculum materials/resources utilized, standards/goals addressed, defined scope/sequence of skills, etc. Environment grouping options, time (duration and frequency), behavioral expectations of students, etc. • Academic instruction defined in consideration of behavior and social-emotional instruction. • There would be a reduction in EC referrals as we are able to address student's learning needs through appropriate interventions. 		<p>Matthew Younis</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>7/30/24</p>	<p>Grade level PLC's will establish a clear (What) protocol/structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to analyze data. We will meet weekly (Frequency). (How) We will establish roles and an agenda to ensure productivity and organization, leading data-driven decisions, consistent and aligned interventions, that improve student academic outcomes. As part of this we will continue to use systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.(Goal 4 and FAM-S 3).</p>		<p>Jovana Edwards</p>	<p>12/01/2025</p>
<p><i>Notes:</i> As of 12/1/24 Grade level PLCs meet weekly. There are assigned roles, norms, and an agenda. Assessments are reviewed at the beginning of units to plan for the misconceptions and to ensure standards are fully taught. Student data is reviewed post assessments and utilized to make decisions around interventions, student groups for Pony Time, and the reteaching of standards. Lesson plans are reviewed and PLCs dive into the new math curriculum and science (5th only) curriculum to support internalization of lessons.</p>				

8/29/24	The leadership team will use Strategic scheduling and staffing that supports a tiered instructional system to increase overall student progress. The master schedule aligns with the CMS scheduling tenets to ensure adequate uninterrupted instructional time for students and planning time for teachers to ensure standards alignment and lesson internalization to improve teacher discretionary moves and increase student-led discourse to increase math and reading comprehension. Staffing is strategic based on strengths, EVAAS, and EOY data. Goal 1 and 2. (Goal 1,2). Lead by the principal with a reoccurrence of three times a year.		Jovana Edwards	06/10/2026
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Notes: As of 1/6/2025 the master schedule supports a tiered instructional system to increase student progress, aligned with CMS tenants.

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
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Initial Assessment:

At the end of the 2024-2025 year, the school’s composite for GLP increased from 84.6% (2023-2024) to 90.7 (2024-2025 unofficial). CCR rose from 73.6% (23-24) to 74.9% (24-25 unofficial).

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 89.8% in SY2024-25 to 100% in SY2025-26.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 69.1% in SY2024-25 to 83.02_% in SY2025-26.

The successes we experienced related to this indicator in meeting our goals this year included streamlining planning processes around data analysis and development of next steps, the MTSS leadership team creation and implementation, quarterly grade-level data dives, and weekly feedback provided to improve the behavioral flowchart. The school’s website was updated to communicate behavioral expectations to all stakeholders. Schoolwide student data folders were implemented to track students’ data. Staff participated in a schoolwide book study: Happy Teacher. The EC team ranked in the top CMS schools for 90-day processes and growth of students with exceptionalities.

The challenges we face in meeting our 2025-2026 SIP goal targets are an increase in students, new staff members, and vacancies in SBS. This

Limited Development
07/30/2024

will be the school's third year of SBS programming.

Opportunities that exist to address these challenges are improving informal and formal vertical alignment due to having teachers in new grade levels and with their various experiences they know better than alignment (up/down) related to their new grade level. Having staff attend professional development from the district will provide additional support as we learn more about SBS, Pre-K, and the needs of each program. We will continue to teach with integrity when it comes to EL Education. This allows us to meet the specific needs of our students better while still implementing EL to our students. PLCs will plan together weekly and use data to make sure we are standards aligned for all instructions and that we are using common assessments to facilitate conversations around strengths and problems of practice. We will hold teacher facilitated PD throughout the year. Teachers will have reach conversations and shared ideas around strategies, data and problems of practice. Staff will attend professional development sessions as needed as we implement the district's newly adopted math and science curriculums.

How it will look when fully met:

Teachers utilize a clear and consistent process for planning meetings and understand curriculum materials in order to make judgements to support student need. Teachers will gather, analyze, and utilize data and hold meaningful conversations around how to provide personalized and differentiated instruction to students based off the data. We would see increased levels of student engagement because students are being provided targeted, personalized instruction.

- Weekly Admin Meetings, Weekly Planning, Multiple days of planning,
- Grade Level Data Dives (quarterly), Data Meeting with Admin (2x/year),
- Evidence of core actions equitably across all classrooms, Evidence of a variety of strategies used to
- We will conduct a book study, Happy Teacher, to discuss the various topics and implement new learning within the school.
- I-Ready, DIBELS, MVPA (benchmarks) and Common Assessments (in-class), EOGs, ACCESS
- Core small group instruction i.e math and reading

Matthew Younis

06/10/2026

9/15/25	Using i-Ready and MVPA or DIBELS data teachers and students will collaborate on goals in I-Ready and their "pathways" to meet their target learning growth. We will do this work by assessing current practices and needs, using I-Ready lessons and data, incorporating research-based best practices, demonstrating scaffolding techniques, modeling, providing practice time, providing small group instruction and providing ongoing feedback and support. (Why) will do this to address the identified problem of practice, improve academic outcomes for all students including MLs, ensure consistent implementation of best practices, and build teacher capacity. District Goal 1 and 2.		Sean Blatchford	06/10/2025
<i>Notes:</i>				
9/15/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Jovana Edwards	12/01/2025
<i>Notes:</i>				
7/30/24	The administrative team will develop a calibrated schedule to guide monthly walkthroughs of all teachers and to identify coaching needs for ensuring rigorous, standards aligned all core instruction. The admin team will provide staff with low-inference feedback, PLC and individual support, and strategic models for instruction. (Goal 1,2, FAM-S 29)		Jovana Edwards	06/10/2026
<i>Notes:</i> As of 12/1/24 the administrative team conducts monthly walkthroughs of all teachers and provides feedback.				

Core Function:		Domain 4: Culture Shift			
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

Initial Assessment:

At the end of the 2024-2025 year, chronic absenteeism decreased from 8.9% (23-24) to 6.2% (24-25). The number of OSS decreased from 9 suspensions 9 suspensions (23-24)to 6 suspensions (24-25).

The successes we experienced related to this indicator in meeting our goals this year include the implementation of behavioral and academic plans to intervene for students' needs and decrease behaviors, continued implementation of calming kits for in the classroom usage, continued use of Zones of Regulation, a decrease in absenteeism.

OSS for repeat offenders versus new offenders. The challenges we face in meeting our 2025-2026 SIP goals are as SBS students' placements occurring throughout the year, and family trips for religious purposes.

Opportunities that exist to address these challenges are gaining SBS district support as needed, sending academic packets with families going on trips, and communicating with families via ParentSquare.

Executing a three tiered Attendance Plan to decrease our number of chronically absent students from 6.2% in the 2024-25 academic year to 5% for the 2025-2026 school year.

The percent of incidents will decrease by 5% from 283 in SY 2024-26 to 269 in SY 2025-26 (with an increase of student enrollment of approximately 15%).

Limited Development
07/30/2024

How it will look when fully met:

- Implement morning meetings and closing circles on a daily basis following the Caring School Community curriculum, with fidelity.
- Students increasingly vocalizing their concerns, students standing up for classmates, and students show empathy towards classmates.
- Decrease in the number of behavior incidents, ISS, OSS and chronically absent students.
- Children will feel comfortable articulating emotions to an adult(s) and adults in Polo Ridge will serve as a support to help students manage their emotions.
- Adult routines that promote success and a safe school by actively supervising, having clear expectations and being proactive.
- Behavior plans are implemented and followed for students who need additional behavioral support.
- Administration and teachers are consistent with logical consequences for individual students.
- Create a schedule that includes time for Morning Meetings and Closing Circles.
- Administrators will periodically attend Morning Meetings and Closing Circles in classroom.
- Teachers and students utilizing the Zones of Regulation on a consistent basis in order for students to express their feeling, for teachers to support them and for them to begin to develop additional strategies for handling various emotions. Students will have access to and will appropriately utilize Calm Kits in the classroom to help regulate their emotions.

URL to Attendance Plan:

https://docs.google.com/document/d/1YoiqF--Ah4LoNAaTmtcl3zw_WDR5xJob2Z19QbPk7wY/edit?usp=sharing

Jovana Edwards

06/10/2026

Actions		1 of 4 (25%)		
9/15/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Matthew Younis	10/01/2025
<i>Notes:</i>				
9/15/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Diana Tylicki & Melissa Stevenson	06/10/2026
<i>Notes:</i>				
8/28/24	Our SS PLC meets weekly and will discuss attendance for our K-2 students and then 3-5 students (alternating weeks). It will be part of the agenda each week and will include attendance and tardy data using the CMS attendance tracker and the three tiered Attendance Plan. Our SSPLC will reach out to families of students with chronic absenteeism and/or tardy to help support them with get students to school consistently and on-time. Executing a three tiered Attendance Plan to decrease our number of chronically absent students from 6.2% in the 2024-25 academic year to 5% for the 2025-2026 school year. URL to Attendance Plan: https://docs.google.com/document/d/1YoiqF--Ah4LoNAaTmtcl3zw_WDR5xJob2Z19QbPk7wY/edit?usp=sharing		Melissa Stevenson and Diana Tylicki	06/10/2026
<i>Notes:</i> As of 1/6/25 SSPLC meets weekly to discuss agenda items such as attendance, behavioral incidents, students on interventions (academic/behavioral), and students receiving school based mental health.				
8/28/24	Provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix to communicate consistent expectations to ensure that students are actively engaged in instructional time. This will also aid in decreasing the numbers of behavioral incidents by 5% (to 269 incidents) from the 281 incidents (24-25 academic year) based on student referrals. (Aligns to SEL, OSS, EVAAS,FAM-S 30, Behavior and Discipline Matrix, and Educators Handbook).	Complete 09/04/2024	Matthew Younis	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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
<i>Initial Assessment:</i>			<p>At the end of the 2024-2025 school year:</p> <p>Goal targets were met. We held Open House, Curriculum Night, Winter Learning Night, Polo Fest, Family Night Out events, Movie Night, Heritage Night and webinars presented through partnership with our school counselors i.e Zones of Regulation, FBI Presentation. Communication to parents was sent via weekly Principal/Teacher Newsletters, ParentSquare, and Facebook.</p> <p>The successes we experienced related to this indicator in meeting our goals this year include Polo Fest and Heritage night being a big success with the turn-out of family participation. The challenges we face in meeting our 2025-2026 SIP goal targets are getting all new parents to claim ParentSquare accounts and increasing the diversity of our parents participating in PTA and SIT. Some PTA Board and SIT positions have to be filled.</p> <p>Opportunities that exist to address these challenges are ensuring all parents are enrolled on ParentSquare with the APP or by email. Continue to recognize different cultural groups represented in the school throughout the school year.</p>	Limited Development 07/30/2024		

<p>How it will look when fully met:</p>	<p>Parents and families are aware of how students are being supported.</p> <ul style="list-style-type: none"> • Families are involved with developing student plans (IEP, MTSS, 504, ELL). • Families and teachers meet appropriately to discuss student's progress. • Outreach is done in variety of ways in order to be sure families are aware of what is happening at Polo Ridge. • Evidence of outreach using a variety of venues (i.e., ParentSquare, websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Evidence of resources to support families at home (i.e. teacher newsletter, school website, email, curriculum night, etc.) • Communication is translated into home language and an app is utilized to allow for consistent two-way communication between the school and families in their home language. • Documentation of information provided to families regarding MTSS and progress updates. • The school offers a variety of fun and enriching activities for families in order to create a welcoming environment for all families and facilitates a connection between home and school in order to support student learning. 		<p>Jovana Edwards</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>9/9/24 What: We will enroll parents and families in Parent Square. How: We will track enrollment. We will send families enrollment invitations to sign up on the app and provide technical support and tutorials for those who have not signed up. Why: We will use ParentSquare to streamline school communication, enhance parent-teacher collaboration, increase family engagement to produce positive academic outcomes for students. (Goal 1, Guardrail 3)</p>		<p>Matthew Younis</p>	<p>12/01/2025</p>
<p><i>Notes:</i> Parents enrolled in parent square (654 students are 100% contactable via parent square). Teachers/staff communicate via parentsquare about academic/behavioral progress and upcoming school events.</p>				

9/9/24 What: Continue to recognize different cultural groups represented in the school throughout the school year. How: Use newsletters, announcements, bulletin boards, and social media to feature the cultural heritage and accomplishments of various groups during their respective observances. Why: We will do this to build a stronger school community and promote inclusivity and respect for diversity to produce positive academic outcomes for students.

Matthew Younis

06/30/2026

Notes: As of 1/6/25 The school continues to recognize diversity. Newsletters, announcements, bulletin boards, and social media feature and celebrate a variety of cultures and cultural heritage i.e Diwali, Hanukkah, etc.