

## Comprehensive Progress Report

**Mission:**

Olde Providence Elementary strives to provide high quality and diverse instruction for all students by emphasizing teacher, parent, and student cooperative efforts.

**Vision:**

At Olde Providence Elementary School, we are committed to excellence and to addressing the social and emotional needs, as well as the instructional needs, of every student. We believe that all students can achieve and we will work with our students and families to make that happen for every student.

**Goals:**

**Duty Free Lunch:** The NC SBE’s statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

**Duty-Free Instructional Planning Time for Teachers:** The NC SBE’s statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

**Bullying Prevention:** Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 38.9 % in SY2021-22 to 44.5 % in SY2022-23 and 50 % in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, will increase from 65 % on the Fall 2021 Panorama Screener (in Grades 3 -5) to 70 % in SY2022-23 and 75 % in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 40.8 % in SY2021-22 to 31.9 % in SY2022-23 and 23 % in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<ul style="list-style-type: none"><li>- Daily learning targets</li><li>- Weekly grade level planning to discuss the curriculum</li><li>- Lesson plans reflect the learning target</li><li>- Walkthroughs to ensure rigor, engagement and standard-alignment</li><li>- Data analysis protocols after end of unit assessments</li><li>- Professional development in Mastery Connect, EL and Envisions</li></ul>	Full Implementation 08/16/2022		
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>- Exchange of 0.5 ADM added to 0.5 teacher to serve as MTSS facilitator</li> <li>- Created an MTSS leadership team that meets weekly</li> <li>- Master Schedule was developed to ensure each grade level has a 30-minute intervention block to meet the needs of all students</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>- MTSS notes from weekly meetings</li> <li>- Evidence of students exiting Tier 2 and Tier 3 plans</li> <li>- Fidelity with progress as measured by data in Branching Minds (progress monitoring)</li> <li>- Instructional assistants will be trained in Do the Math, Kathy Richardson and Orton Gillingham in order to provide interventions.</li> <li>- Weekly meetings during the first two months of school to evaluate implementation of MTSS</li> </ul>		Alex Gustaitis	06/15/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	8/16/22	All certified staff will attend the Branching Minds training (Goal 1; Interim Guardrail 3.1a, 3.2a, 3.3a)		Patricia Johanson	08/29/2022
<i>Notes:</i>					
	8/16/22	Year-long plan in place for training and roll-out process (Goal 1; Interim Guardrail 3.1a, 3.2a, 3.3a)		Patricia Johanson	06/09/2023
<i>Notes:</i>					
	8/16/22	Use Branching Minds to monitor the effectiveness of interventions and assess plans (Goal 1; Interim Guardrail 3.1a, 3.2a, 3.3a)		Patricia Johanson	06/29/2023
<i>Notes:</i>					

	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>			<ul style="list-style-type: none"> <li>- Morning meetings are designated in all grade level schedules</li> <li>- A Before-School program for selected students needing extra SEL support provided by our science teacher and PE teacher</li> <li>- PTA funds support students who can't afford field trips, clothing, glasses, etc.</li> <li>- Clothing pantry for students in need facilitated by a parent</li> <li>- Star Student program starts in October to recognize students who demonstrate exemplary character as determined by his/her peers</li> <li>- Green Team is a student-led recycling program for students who require emotional support</li> <li>- Student Council and Safety Patrol leadership opportunities for 4th and 5th grade students</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>- Panorama Survey data will reflect that students feel supported, heard, safe and valued at OP.</li> </ul>		Megan Bever	06/15/2024
<i>Actions</i>				0 of 1 (0%)		
		8/16/22	Review Panorama Survey to identify strengths and weaknesses in our school (Interim Guardrail 3.1a, 3.2a, 3.3a)		Kim Henry	11/18/2022
		<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> <li>- Strategic staffing: a guest teacher is being used to teach science lab in K-3 and an assistant who is a certified teacher is teaching science lab in grades 4-5</li> <li>- We continue to recruit strong, experienced staff from our OP community and current staff members</li> <li>- Principal had face-to-face conversations with each teacher thanking them for teaching at OP</li> <li>- Teachers Observing Teachers (TOTs) provides teachers with the opportunity to learn from other teachers in the building and receive targeted feedback regarding identified areas for growth</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>- Insight Survey will reflect that teachers value feedback provided by administrators and facilitator</li> <li>- Individual growth reflection forms that will identify strengths and areas of growth for each staff member thus carrying over into PDP goals</li> <li>- EOY data will reflect growth for GLP and CCR on target with 2024 district goals</li> </ul>		Patricia Johanson	06/15/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/16/22	Create an intentional walkthrough schedule for K-5 specific to needs and areas of growth (Goal 1; EVAAS; Interim Guardrail 3.1a, 3.2a, 3.3a)		Alex Gustaitis	09/12/2022
	<i>Notes:</i> Reflect and assess quarterly in order to prioritize changing needs				
	8/16/22	Identify causes that prevent administrators from getting into classrooms on a daily basis (Interim Guardrail 3.1a, 3.2a, 3.3a)		Patricia Johanson	09/12/2022
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		<ul style="list-style-type: none"> <li>- Weekly newsletters will keep families abreast of current curriculum being covered and resources to support student learning</li> <li>- Families are provided digital resources including summer activities and assessment information</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		- Parents will feel empowered and knowledgeable on ways to support their child's education at home		Megan Bever	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/16/22	Curriculum Night will be specifically focused on how parents can support their students (Goal 1)		Patricia Johanson	10/07/2022
<i>Notes:</i>					