

## Comprehensive Progress Report

**Mission:**

The mission of Providence Spring is to provide an enriched environment, where children learn to be successful in society while expressing their individuality and contributing to the collective good.

**Vision:**

At Providence Spring children learn to be successful, to find their passions, and to make the world better because they were here.

**Goals:**

100% of K-2 students will increase growth from MOY to EOY as evidenced on mClass. (A.2.04, A.4.01, B3.03)

Grade 3-5 students will increase the Grade Level Proficiency composite score from 83% to 90% as evidenced on End of Grade Assessments. (A.2.04, A.4.01, B3.03)

Grade 3-5 students will increase the College Career Ready composite score from 69% to 85% as evidenced on End of Grades assessments. (A.2.04, A.4.01, B3.03)

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. ALIGN TO: A2.01

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

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



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		K-5 collaborate to create standards-aligned instructional units by utilizing CMS district curriculum. Professional Learning Communities meet twice a week to collaborate on unit plans, daily plans, and data-driven instruction. Teams review CMS resources, including assessment calendar, EL module, and state standards to collectively create units and differentiated experiences based on students' needs.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		PLCs provide an array of assessments to determine students' mastery on specific lesson or unit. Teachers data-dive to determine how to develop or compact curriculum to ensure standards are prioritized. PLC provides differentiated learning activities for students to achieve mastery as evidenced in both the successful completion of the activities and correct responses on the post-test.		Joni Strama	09/30/2022
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/15/22	Strong data analysis protocols to discuss misconceptions, trends/patterns, and next steps for reteaching and enrichment.		Joni Strama	06/15/2024
<i>Notes:</i>					
	8/15/22	Provide differentiated core lessons specifically utilizing Paideia, Thinking Maps, TD matrix, foundational skills, and district curriculum.		Joni Strama	06/15/2024
<i>Notes:</i>					

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>		Support and EC teams work collaboratively with the classroom teachers to determine student support, including behavioral and instructional recommendations based on research-based strategies. Teachers work with facilitator to determine an intervention, to set progress monitor dates, and create an assessment calendar.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p>All teachers focus on a strong, Tier 1 differentiated core to support students' academic and behavioral needs. PLCs work collaboratively to calibrate grade level expectations, to determine interventions, and to create schedule among their grade level to provide necessary enrichment and intervention in a timely manner. Support staff provide additional resources for Tier 3 students and ensure consistent implementation of research-based strategies and materials.</p> <p><b>Goal 1:</b> The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in ELA will increase from 20% in October 2021 to 75%, by October 2023 [80%, by October 2024]</p> <p><u>Interim Goal 1.1</u></p> <p>Blacks will increase from 20% in 2021 to 32.5% by 2023 [45% in 2024]</p> <p><u>Interim Goal 1.2</u></p> <p>Hispanics will increase from 40% in 2021 to 45% by 2023 [50% in 2024]</p>		Joni Strama	09/30/2022
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/15/22	Utilize universal screeners, Mastery Connect assessments, and grade level common assessments to identify & support Black & Hispanic students in Tier 1.		Joni Strama	06/15/2024
<i>Notes:</i>					

	8/15/22	Utilize Standard Treatment Protocols to determine intervention for specific area of concern with progress monitoring for Black & Hispanic students in Tier 2 & 3.		Joni Strama	06/15/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Counselors and leadership team review Panorama data to determine the areas of focus, then create school-wide lessons to address areas of need. Counselors collaborate with the classroom teachers to determine classroom needs and set up small group and check-in schedules for specific students.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>			All staff trained in how to effectively assist students in identifying and managing their emotions and teach practical emotional management skills to reinforce positive behaviors. Students practice the skills to handle ourselves, our relationships, and our work effectively and ethically. All staff, students, and families engage in civil dialogue so to establish positive relationships, make responsible decisions, and be resilient. These practices will align with Panorama: self management, self efficacy, and engagement.  <u>Interim Guardrail 3.3a:</u> Percent of students reporting a positive self perception of their engagement in school on the Fall Panorama Screener will increase from 66% in Fall Screener in September 2021 to 71% in 2023 [76% in 2024].		Courtney Pierce	09/30/2022
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	8/15/22	Counselors analyze Panorama data, specifically focused on engagement and teacher anecdotal notes to determine specific Tier 1 lessons.			Courtney Pierce	06/15/2024
<i>Notes:</i>						

8/15/22	Counselors utilize Standard Treatment Protocols to determine intervention for specific area of concern with progress monitoring for all students in Tier 2 & 3.		Courtney Pierce	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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
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<b>Initial Assessment:</b>	Principal and Assistant Principal ranked teachers to determine frequency of walkthroughs and feedback. Positive feedback, along with a wondering is provided for specific walkthroughs. Each admin is assigned grade level so we attend weekly PLC planning and data meetings. The data collected from observations, walkthroughs, and PLC meetings determine PSE university.	Limited Development 08/02/2022		
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<b>How it will look when fully met:</b>	<p>Principal is visible. Admin team should have a relentless focus on instruction, including instructional planning, teaching &amp; learning, intervention, and professional development. Admin team is knowledgeable of the district curriculum and state standards and works collaboratively with all support and EC team members to craft, implement, and monitor assessment systems on the grade level.</p> <p><u>Interim Goal 4.1</u> The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics MAP assessment will increase from 73% in June 2021 to to 78% in 2023 [83% in June 2024].</p> <p><u>Interim Goal 4.2</u> The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in ELA MAP assessment will increase from 63% in June 2021 to 68% in June 2023 [73% in 2024].</p>		Si-Jeun Armbruster	09/30/2022
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
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8/15/22	Provide feedback intentionally focused on the differentiated core lessons specifically utilizing Paideia, Thinking Maps, TD matrix, foundational skills, and district curriculum.		Si-Jeun Armbruster	06/15/2024
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*Notes:*

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>		We will organize and utilize our PTA and SIT meetings to provide opportunities to learn about curriculum and instruction. Coordinate with PTA on weekly communication for calendar updates and monthly communication for school culture.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		Engaging parents in curriculum and instruction directly impacts students' academic progress. A Parent Handbook and coordinated PTA communication is intentional and purposeful to increase engagement and community involvement. Participation and conversations to build collaborative efforts to increase student & teacher efficacy and effectiveness.		Si-Jeun Armbruster	09/30/2022
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/15/22	Create opportunities for parent workshops to support teaching and learning aligned with district and PSE philosophies.		Si-Jeun Armbruster	06/15/2024
<i>Notes:</i>					
	8/15/22	Coordinate PTA and administrative communications to align with teaching & learning and school culture.		Si-Jeun Armbruster	06/15/2924
<i>Notes:</i>					