

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:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 97.5% in SY 2024-25 to 99% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 80.0% in SY 2024-25 to 84% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 73.2% SY 2024-2025 to 83.4% SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The school will retain 95% of licensed classroom teachers throughout the 2025-26 SY. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 4.11% in SY 2024-25 to 1% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The number of OSS incidents will continue to be 0% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = 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
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Initial Assessment:	<p>Provide 90 minute planning time for all grade levels each week with admin. presence and support from MCL and Master teacher.</p> <p>Plan for small group instruction based on data.</p> <p>Conduct regular walk-throughs and observations and provide timely feedback (Get Better Faster).</p> <p>Admin, MCL, and Master teacher will have a coaching log and will conduct observations and provide feedback to staff members.</p>	Limited Development 07/30/2024		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Principal is visible. Admin team should have a relentless focus on instruction, including instructional planning, teaching & 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>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 97.5% in SY2024-25 to 99% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 73.2% in SY2024-25 to 77.2% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 80% in SY2024-25 to 84% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p>		Nizy John	06/05/2026
Actions		2 of 3 (67%)		
7/30/24	The principal will strategically create a School PD schedule {PSE university}, based on multiple assessments (teachers' self-assessment, teachers will participate in Learning Walks, Peer Walkthroughs, character education, Paideia, outdoor learning, and technology.	Complete 06/05/2026	Nizy John	06/05/2026

Notes: 12/3/2024

Yearlong schedule is followed and aligned with school priorities and needs based on feedback from teams. National Board cohort was added to support staff working on this process. Administrative team assigned peer walkthrough opportunities and monthly committee meetings support PSE 4 pillars

2/11/2025

Upon reflection and data analysis of BOY/MOY benchmarks, the Leadership team is collaborating with PLCs to ensure academic protocols are in place [annotations and academic dialogue] as evidenced in PSE university agenda and anchor charts.

5/29/25

Upon reflection of EOY data, team will review and revise yearlong PD to support MTSS protocols and differentiation.

9/02/25

Based on staff needs as presented to the principal, PSE University will continue with differentiated PD throughout the school year.

9/4/24

The leadership team will use The PSE Playbook to discuss coaching points with staff, as aligned to the Core Action Walks which will increase teacher retention. The BTSP Coaching Plan:
https://docs.google.com/document/d/1AnfoiC_Tksthx9AoGnUV9OTyWAlCikGa7PZ9dd7-jNk/edit?usp=sharing

Complete 06/05/2025

Nizy John

06/05/2026

Notes: 12/3/2024

PSE Playbook shared with grade chairs in October meeting. Staff reviewed playbook and how administrative team utilizes tool for coaching.

2/11/2025

The Leadership utilizes the PSE Playbook to calibrate on walkthroughs and determine coaching points as evidenced on coaching spreadsheet.

5/29/25

The Leadership team continues to utilize playbook and coaching documents to support staff.

9/25/25

The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)

Nizy John

06/10/2026

Notes: We will review our walkthrough feedback and calendar at weekly instructional leadership team meetings. This feedback will support coaching next steps with our staff.

Implementation:		09/25/2025		
Evidence	6/2/25 99.4 testing as of 6/2/25 GLP = 90.5 CCR = 76.3 DIBELS 99 (K), 100 1st), 94 (2nd), 92 (3rd) = 96.3			
Experience	5/29/2025 It is important to have the vision/mission that aligns with the yearlong PD plan. Flexibility and adaptations to the plan must be made to respond to the data.			
Sustainability	5/29/2025 Opportunities to review yearlong plan and priorities after the EOY data.			

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
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Initial Assessment:

September 2025

We have adjusted our master schedule this year to allow for a 90 minute extended PLC block, plus one additional 45 minute planning. This extended planning is allowing staff to dig deeper into standards, curriculum, and small groups. We believe this is going to make an impact on our student achievement and growth. We also use this time to analyze data and make immediate instructional decisions based on this data.

June 2024:

Data -

DIBELS proficiency 93.7% (2023) --> 94.5% (2024) Goal for 2025 99%

2024 MVPA ELA composite data 85.8% (GLP) and 75.3.% (CCR) Goal for 2025 increase CCR to 80%

2024 MVPA Math composite data 93.8% (GLP) and 83.1% (CCR) Goal for 2025 increase CCR to 85%

2024 MVPA Science data 95.5% (GLP) and 88.3% (CCR) Goal for 2025 increase CCR to 90%

EOG GLP composite 91.1% (2023) --> 90.1% (2024)

EOG CCR composite 79.6% (2023) --> 78.6% (2024)

Successes - Tiered instruction is occurring during both reading and math instructional blocks using district and Advanced Studies department recommended resources. Math compacting using district rubric provides opportunities for students who have demonstrated a high level of mastery to have more time to work at a higher level. Successes include TD teachers and classroom teachers working together to support compact work, parallel teaching, and direct small group instruction. Clustering students during Rocket Time and having certified teacher assistants provide interventions has created a system where interventions and progress monitoring has occurred on a regular basis. Master teachers support classroom teachers with progress monitoring and providing intervention support for students whose individual service is an outlier in data driven groups. Core instruction remains strong. We utilize small group instruction to support all

Limited Development
07/30/2024

students on various tiers. Teachers have become familiar with the MTSS process and what that entails. Teachers are provided with support when needed to ensure that the needs of the students in their class are met. Resources are provided by support staff (EC, ML, TD, & counselors).

Challenges - Staff will learn the iReady assessments and triangulate data from DIBELS and MVPA.

Opportunities - Weekly data meetings will determine needs of grade level, classroom, and small group instruction.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

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.

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 73.3% in SY2024-25 to 76% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 79.5% in SY2024-25 to 83% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

**Emily DeLuca
(elected 8/25)**

06/05/2026

Actions

0 of 2 (0%)

8/29/24	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. PLCs will use data to determine goals for teaching and learning in whole group, small group, and 1:1 supports, which will support positive student achievement. (Goal 4 and FAM-S 3)		Emily DeLuca (elected 8/25)	06/06/2026
<p><i>Notes:</i> 12/3/2024 Master teacher and counselors create data meeting agendas based on the student needs and data window cycles.</p> <p>2/11/25 Data analysis of classroom assessments and Child Chat agenda/spreadsheet continue to support the positive achievement as evidenced in DIBELS and MVPAs.</p> <p>5/29/25 Continue to tighten Child Chat agendas that align with PLC MTSS agendas.</p>				
7/30/24	The MTSS Facilitator will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Goal 4)		Emily DeLuca (elected 8/25)	06/10/2026
<p><i>Notes:</i> 12/3/2024 Grade Level MTSS chairperson holds the grade level accountable for documenting progress monitoring in Branching Minds.</p> <p>2/11/2025 MTSS chairperson continues to have crucial conversations to ensure data is entered correctly in Branching Minds.</p> <p>6/2/25 MTSS academics supported EC referrals. The EC team reviewed universal screener and progress monitoring data to determine continue for additional evaluations or to stop the EC process.</p>				
Implementation:		06/02/2025		

Evidence	5/29/2025 99.4 testing as of 6/2/25 GLP = 90.5 CCR = 76.3 DIBELS 99 (K), 100 1st), 94 (2nd), 92 (3rd) = 96.3			
Experience	5/29/2025 Understanding the MTSS process continues to grow. ELA Master teacher is responsible for training the MTSS grade level contact to ensure progress monitoring is done as needed.			
Sustainability	5/29/2025 MTSS-behavior is an area of growth. As additional students are being identified with anxieties, autism, and ADHD, the team must consider the EC comprehensive program and how MTSS and 504 can support students.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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:	<p>September 2025</p> <p>We have adjusted our master schedule this year to allow for a 90 minute extended PLC block, plus one additional 45 minute planning. This extended planning is allowing staff to dig deeper into standards, curriculum, and small groups. We believe this is going to make an impact on our student achievement and growth. We also use this time to analyze data and make immediate instructional decisions based on this data.</p> <p>This is our 2nd year with Illustrative Math, and our staff is feeling more confident with the lessons and ways to strategically support students.</p> <p>-----</p> <p>June 2024:</p> <p>Data -</p> <p>DIBELS proficiency 93.7% (2023) --> 94.5% (2024) Goal for 2025 99%</p>	Limited Development 07/30/2024		
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2024 MVPA ELA composite data 85.8% (GLP) and 75.3% (CCR) Goal for 2025 increase CCR to 80%

2024 MVPA Math composite data 93.8% (GLP) and 83.1% (CCR) Goal for 2025 increase CCR to 85%

2024 MVPA Science data 95.5% (GLP) and 88.3% (CCR) Goal for 2025 increase CCR to 90%

EOG GLP composite 91.1% (2023) --> 90.1% (2024)

EOG CCR composite 79.6% (2023) --> 78.6% (2024)

Successes - Implementation of Envision* and EL Education is consistent and strong across all grade levels. Teachers review grade level standards alongside curriculum to plan for addressing power standards and any instructional gaps or supplemental materials that may be needed. The staff has common academic vocabulary that they use across the school. PLCs include standard alignment for direct instruction, independent practice and assessments. Successes include consistent instructional expectations and alignment between all classrooms on the grade level.

Challenges - *New Math Curriculum 2024-2025 and targeted small group instruction to support MTSS process

Opportunities - Increase PLC collaboration around 4 areas: overarching concepts, higher level questions, student misconceptions, and student mastery. These four areas will address deep dive into the math curriculum and specific teaching points for small group instruction.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>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.</p> <p>The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 73.2% SY 2024-2025 to 83.4% SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 80.0% in SY 2024-25 to 84% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 97.5% in SY 2024-25 to 99% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)</p>		<p>Sherri Bernier-Lucien (Elected 9/5/2024)</p>	<p>06/05/2026</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
<p>7/30/24</p>	<p>After each district benchmarks and screeners, teams will use data analysis protocols to discuss misconceptions, trends/patterns, and next steps for core ELA & Math instruction, including skills, all block. (Goal 1, 2; FAM-S 29)</p>	<p>Complete 06/06/2025</p>	<p>Emily DeLuca</p>	<p>06/05/2026</p>
<p><i>Notes:</i> 12/3/2024 Leadership team completed data dive on BOY MVPA results to determine trends and identify priority standards for grade level. In grade level data meetings, the teachers reviewed grade level trends, priority standards, and EVAAS quadrants (DIBELS/EVAAS/MVPA) to determine next steps.</p> <p>6/2/25 Leadership team, along with PLCs determine trends and identify priority standards for grade level. In grade level data meetings, the teachers reviewed grade level trends, priority standards, and EVAAS quadrants (DIBELS/EVAAS/MVPA) to determine next steps. Admin and master teachers held EVAAS meetings to clarify and support teacher growth.</p>				

8/29/24	Use the school-wide academic protocols to ensure student engagement, tiered instruction, and opportunities for student independent practice. (Goal 1, 2; FAM-S 29)	Complete 06/06/2025	Emily DeLuca (elected 8/25)	06/06/2026
<i>Notes:</i>				
9/23/25	Indicator A2.04: 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.		Nizy John	06/06/2026
<i>Notes:</i>				
Implementation:		09/23/2025		
Evidence	6/2/2025 99.4 testing as of 6/2/25 GLP = 90.5 CCR = 76.3 DIBELS 99 (K), 100 1st), 94 (2nd), 92 (3rd) = 96.3			
Experience	5/29/2025 CMS curriculum provides scope and sequence and many resources to support this standard.			
Sustainability	5/29/2025 Differentiating the core to support both ends of the academic spectrum for PSE.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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:		September 2025: Based on the Teacher Working Conditions Survey conducted in the spring of 2024, 100% of staff believe that parents/guardians support teachers. 100% of staff also state that teachers in the school establish a safe and orderly environment. 97.7% of staff state that the school uses positive behavioral interventions and supports. 100% of staff say behaviors are addressed quickly and 97.7% state that students are comfortable reporting bullying to a teacher or other staff. -----	Limited Development 07/30/2024		

June 2024:

Data - Our Insight survey Peer Culture index is 8.2, well above national average. Panorama scores show positive trends. 91% of students reported having supportive relationships. 81% of students reported that they know how to manage their thoughts and behaviors. 79% of students experience positive emotions at school. Our Daily Attendance Rate is 95.8%, and we have a 1.36% rate of Chronic Absenteeism.

Successes - Some highlights are that we are utilizing soft starts and morning meetings every single day. The character education and paideia committees create and review resources to support students' social-emotional growth. The school-wide matrix, behavior plan, Language of Civility, and Caught You Being Good resources are visible to all stakeholders which build a strong culture and student/staff/families relationships. In addition, counselors provide whole group guidance lessons, small group targeted lessons, and 1:1 check-ins. Counselors host quarterly "Lunch & Learn" meetings led by L&B counseling. Bi-weekly Child Chat meeting, includes School-Based Mental Health therapists and agenda prioritizes conversation around tier 2 interventions.

Challenges - Students with behaviors are outliers and MTSS(B) documentation of supports are a challenge. The wraparound services for students with mental health continue to grow.

Opportunities - Families are supportive and eager to learn opportunities to support their child. Tapping into the social worker and possibly another SBMH therapist to support the growing needs of our students.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>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.</p> <p>100% of students will participate in quarterly school-wide seminars that meet the student needs and context of school community will increase. (Aligns to A1.07, A4.06 and CMS Guardrail 3)</p> <p>PSE Tiered Attendance Plan: https://docs.google.com/document/d/1kgwS1nO9AnYVmJDJcPfvw6BW28HLtWaLPD44q7GeZmU/edit?usp=sharing</p>		<p>Nizy John</p>	<p>06/05/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>9/23/25</p>	<p>Indicator 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.</p>		<p>Courtney Pierce</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>9/23/25</p>	<p>Indicator A4.06: Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p>		<p>Courtney Pierce</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/28/24</p>	<p>The social-emotional practices within the school are practiced in all areas of the building as evidenced through walkthroughs and referrals. There is devoted time for morning meetings in which teachers utilize PSE resources and Caring Schools curriculum to support students in managing their emotions which will increase student engagement and time in the classroom. [FAMS 31]</p>	<p>Complete 06/06/2025</p>	<p>Courtney Pierce</p>	<p>06/30/2026</p>
<p><i>Notes:</i> 2/11/2025 The low number of incidences demonstrate the school-wide SEL protocols/procedures are in place and provide safe, caring learning environment.</p> <p>6/2/2025 By the end of the school year, the low number of incidences demonstrate the school-wide SEL protocols/procedures are in place and provide safe, caring learning environment.</p>				

8/28/24	School-wide behavior matrix, along with classroom behavior matrix, include behavior expectations, operational definitions, and in all school settings will be utilized to reinforce behaviors as evidenced by the number of school referrals in PowerSchool. All staff will monitor, reinforce, and celebrate student behaviors with personal bests, messages to parents, and Caught you Being Good. The increase in positive praises to students and families create positive school culture. [FAMS-30]	Complete 06/06/2025	Courtney Pierce	12/01/2026
<p><i>Notes:</i> 2/11/2025 The low number of incidences demonstrate the school-wide SEL protocols/procedures are in place and provide safe, caring learning environment.</p> <p>6/2/2025 By the end of the year, the low number of incidences demonstrate the school-wide SEL protocols/procedures are in place and provide safe, caring learning environment.</p>				
Implementation:		06/02/2025		
Evidence	6/2/2025 99.4 testing as of 6/2/25 GLP = 90.5 CCR = 76.3 DIBELS 99 (K), 100 1st), 94 (2nd), 92 (3rd) = 96.3			
Experience	5/29/2025 Tiered supports and transparency on where a student is academically and social-emotionally are important to ensure the best learning environment.			
Sustainability	5/29/2025 MTSS-B is an area of growth for the counselor and EC teams. Educating general education teachers of the tools/strategies necessary to document supports will build transparency.			

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

September 2025

We have held an Open House and Curriculum Night with a strong turnout of parents/guardians. The PTA has also held one PTA meeting which also had a strong turnout. We send weekly communication to all stakeholders, along with a following on social media. The school is working hard to ensure all Infinite Campus information populated correctly and that families are getting communication via Parent Square. The school is starting parent conferences in October and our expectation is that 100% of families attend a parent-teacher conference.

June 2024:

Data - Evidence of parent involvement in our school master calendar, LobbyGuard visitors/volunteers, and PTA numerous sponsors. Weekly SMORE parent newsletters indicate over 600 views every week. All families are enrolled in Parent Square.

Successes - Successes include use of parentsquare for classroom and school communication. Teacher weekly emails include pictures of instructional anchor charts, helpful links and videos to support students at home. Ease of sharing pictures in a safe platform has improved the home-school connection via Parent Square. Weekly grade level and school newsletters are shared. The school hosted our 3rd annual Parent seminar event this year. We continued to invite parents to view classroom seminars, coached projects, and special grade level events. Increased PTA events showed evidence of increased family participation in food truck Fridays, Bingo night, and Fall festival. These events led to increased opportunities for parents and staff to build positive relationships and engage in curriculum discussion. The school funds raised built the outdoor amphitheater.

Challenges - Ensure initial access to the ParentSquare app for staff and families. We take the opportunity to share the Parent Square videos to onboard parents (ParentSquare and PowerSchool) throughout the school year.

Opportunities - SIT will work in partnership with PTA to have 100% of parents contactable on Parent Square and PowerSchool to ensure transparency in communication.

Limited Development
07/30/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	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.			Nizy John	06/05/2026
Actions			0 of 2 (0%)		
7/30/24	Host parent seminars to connect with individual families about student academic performance related to ELA Assessments to build partnerships with families toward achieving academic growth goals. (Goal 4, Goal 2, FAM-S 3)			Nizy John	06/10/2026
<p><i>Notes:</i> 12/3/2024 Fall Parent seminar was held during School Improvement Team meeting. Team discussed partnership with National Paideia center (re-accreditation process), Paideia framework, and growth in reading proficiency. SIT team lead BOY data review with members to share out results and grade level next action steps.</p> <p>5/29/25 Principal hosted monthly SIT meetings and 2 parent seminars to communicate goals and school priorities.</p>					
9/25/25	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children's academic progress. (Goal 1, Guardrail 3)			Nizy John	06/10/2026
<p><i>Notes:</i> We send weekly ParentSquare newsletters to families with school and PTA information. Staff also send weekly communication and newsletters via ParentSquare.</p>					
Implementation:			06/02/2025		

<p>Evidence</p>	<p>6/2/2025 What is the testing status of the school (best estimation if scores are not available)? 99.4 testing as of 6/2/25 GLP = 90.5 CCR = 76.3 DIBELS 99 (K), 100 1st), 94 (2nd), 92 (3rd) = 96.3</p>			
<p>Experience</p>	<p>5/29/2025 The level of transparency and communication necessary to ensure all stakeholders have a clear plan to support the mission and vision of PSE are important.</p>			
<p>Sustainability</p>	<p>5/29/2025 Continue to grow in partnerships and community leaders to support academic and social-emotional needs.</p>			