

Comprehensive Progress Report

Mission:

The mission of Greenway Park is to...

- Prioritize the whole child while maintaining high expectations
- Provide rigorous core instruction while integrating the arts
- Involve our entire school community including staff, students, families, and community partners to cultivate strong, trusting relationships
- Celebrate growth and model perseverance as students progress toward their goals.

*Due to a lack of assessment data during the 19-20 academic year, the state lists of Low Performing schools and Low-Performing districts remained the same for the 2020-2021 school year. This continues pending assessment data from the 20-21 school year.

Vision:

The vision of Greenway Park is to be a diverse community that is dedicated to empowering all scholars to develop their unique talents by providing differentiated opportunities. We believe in fostering a collaborative environment in which scholars take ownership of their path to the future.

Goals:

The Greenway Park total EOG composite will increase by 15 percentage points from 28.1% to 43.1% during the 2021-22 school year. (E1.06, A4.01, A2.04)

Greenway Park will foster teachers' professional growth through the implementation of the coaching cohort model and professional learning opportunities that will lead to increases in Insight Survey, (or internal survey) scores in the domains of Observation and Feedback, Professional Development, and Evaluation to 7.0. (B3.03)

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).



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>During the 2021-2022 school year, Greenway Park will continue to implement the Caring Schools Curriculum in order to explicitly teach social/emotional learning to all students with a focus on building relationships with students. A committee, called the GreenWAY, will continue to work with a behavior matrix as well as virtual expectations with three expectations for all students-Be Safe, Be Respectful, Be Responsible. The team also will use a flow chart of responses for student behaviors. The team meets monthly to review feedback and make changes as needed. All classroom teachers are successfully implementing the Caring Schools Curriculum. Each day begins with a morning circle and ends with a closing circle. Students participate in class meetings weekly, or more frequently, depending on the grade level and classroom needs. Coaches provide feedback to teachers on the effectiveness of classroom management.</p> <p>*GreenWAY documents have been uploaded for review</p>	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		All classrooms will participate in daily morning meeting circles and class meetings. Staff and students will be familiar with behavior matrix and flow chart for virtual and in person learning. Power School discipline incidents will decrease by 25%.		Millar Kaitlyn	05/28/2022
<i>Actions</i>			4 of 10 (40%)		
	9/30/19	Monitor incidents and suspensions entered into Powerschool using Navigator Portal quarterly incident report	Complete 05/22/2021	Millar Kaitlyn	05/28/2021
	<i>Notes:</i> -Compare 2019-2020 incidents to 2018-2019 incidents -Reviewed on 12/4/2020, significant decrease in incidents				
	8/31/21	Create a master schedule with blocks of time dedicated to morning meeting and closing circle.	Complete 08/16/2021	Millar Kaitlyn	08/16/2021

	<p><i>Notes:</i> -All K-5 teachers have a schedule with dedicated times for morning meeting and closing circle -Teachers will continue to use caring schools curriculum as the curriculum for these meetings</p>			
8/31/21	Provide PD at the beginning of the year to review all of the GreenWAY processes.	Complete 08/19/2021	Millar Kaitlyn	08/24/2021
	<p><i>Notes:</i> -Millar conducted a review of the behavior matrix, flow chart and scenarios with the whole staff on August 18th -Teachers completed a feedback survey in which 98% of staff reported the PD as being "very useful" and 2% reporting it was "useful."</p>			
2/9/22	Science-themed incentive based activities will be used to increase positive behaviors and decrease unwanted behaviors as evidenced by decreased incidents reported each quarter.		Millar Kaitlyn	03/25/2022
	<p><i>Notes:</i> -Discovery Place assemblies were held as an incentive for students who earned at least 80% positive Dojos for the month of March</p>			
8/25/21	Teachers complete SEL lesson plans and counselors review to ensure high quality SEL lessons each week.	Complete 03/29/2022	Nikki Guevara	03/29/2022
	<p><i>Notes:</i> -Scheduled morning meetings and closing circles into the master calendar -Counselors have been supporting with small group lessons and classroom lessons -Teachers have continued to implement SEL lessons in small groups as evidenced by classroom walkthroughs</p>			
2/9/22	Professional development to Ron Clark Academy will increase use of research-based teaching strategies as evidenced by improved ratings on teacher observations.		Millar Kaitlyn	05/25/2022
	<p><i>Notes:</i> -A group attended Ron Clark in February -A group attended Ron Clark in March -Teachers implemented classroom management techniques they observed during the visit to Ron Clark as evidenced by walkthroughs and observations</p>			
8/31/21	Monitor incidents and suspensions entered into Powerschool using Navigator Portal quarterly incident report		Millar Kaitlyn	06/06/2022
	<p><i>Notes:</i> -Millar has been sharing in Greenway Committee meetings the incident and suspension data for review -Q1 Incident Summary was sent to the district in October -Q2 Incident Summary was sent to the district in January -Q3 Incident Summary was sent to the district in March -Q4 Incident Summary was sent to the district in June</p>			

8/31/21	Teachers maintain regular communication with parents and guardians to ensure a strong home-school connection.		Millar Kaitlyn	06/06/2022
<i>Notes:</i> -All teachers completed Q1 conferences and provided google form submission -Using Ms. Zegarra as interpreter for parent conferences -At the second semester, teachers were continuing to use Class Dojo, phone calls and conferences to communicate with families				
2/9/22	Dyknow is an online classroom management software for teachers. It monitors students online which helps them effectively use technology in the classroom. Dyknow will help students focus their attention while on devices and minimize digital distractions.		Nikki Guevara	06/06/2022
<i>Notes:</i> -Teachers will use DyKnow to manage students' online presence -Teachers have effectively used DyKnow to reduce online distractions				
11/29/21	The leadership team will host four quarterly incentives for students who earn 80% or more positive dojos that month.		Millar Kaitlyn	06/08/2022
<i>Notes:</i> -First incentive was held in October with a movie and popcorn -Second incentive was held in January and was a dance party -Third incentive was held in March and was a Discovery Place assembly -Fourth incentive was held in June and was a dance party				

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>	<p>A new literacy curriculum, EL Education, has been adopted district-wide beginning in grades Kindergarten-3rd grade during the 2019-2020 school year. Grades 4-5 adopted the curriculum this year. Standards aligned units and instructional strategies will be derived from the EL curriculum. Envision math curriculum has been modified with new resources from the district and is intended to be more closely aligned to NC standards. We will use our half day planning quarterly, as well as early release days to dig deeper into the math and literacy units. This time will be used for data dives from assessments given in our units of study. We will also use this time to look at small groups and determine if changes need to be made to our groups during WIN (intervention block). Lastly, we will also use some of the time to meet with the Arts team to find ways to incorporate the Arts into our units of study. In PLCs, we are using the district pacing guide and curriculum planning guides to meet the needs of students who have received unfinished learning.</p>	No Development 09/16/2019		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> -Strong PLCs with established protocols, expectations, and norms that unpack standards and serve as the key driver and reference of the meeting -Weekly literacy, math, data planning; agenda template that focuses on unpacking the standards, misconceptions, and analyzing student work -Collaboration regarding what instruction will look like for all subgroups, skill groups -Strategic focus on misconceptions so that they can be addressed in the planning of the unit -Backwards planning from assessments and developing exemplar responses -Consistent utilization of the student work analysis protocol -Creating additional formative assessments throughout a unit together with a summative assessment (math) and instructional task development with high levels of rigor that promote collaboration -Consideration of data that will drive a differentiated, personalized experience for students and using data to restructure WIN groups 		<p>Sarah Kensicki</p>	<p>05/28/2022</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>2/9/22</p>	<p>Fourth and fifth grade dance students will learn how they can use dance as a tool to express emotions through learning about African dance. Students will increase their understanding of social studies standards 4.C.1.2 and 5.C.1.4. by investigating the connection between dances created by enslaved Africans and the roots of other global and local dance styles that are recognized today.</p>		<p>Lauren Walker</p>	<p>03/29/2022</p>
<p><i>Notes:</i> -Ms. Walker organized an African Disapora Dance Workshop and Performance for 4th and 5th grade teachers</p>				
<p>5/6/21</p>	<p>MCLs/Facilitators will lead teams through identification of essential standards by quarter for their grade and subject next year.</p>		<p>Sarah Kensicki</p>	<p>03/31/2022</p>
<p><i>Notes:</i> -All day planning was held in November for all grade levels to pace out lessons and standards as well as review data -Budget did not allow for all day planning again. However, MCLs and Facilitators led teachers through unit and module planning throughout the year to support long-range planning and standards-based lessons.</p>				
<p>9/21/19</p>	<p>Teachers will become experts in their content standards</p> <ul style="list-style-type: none"> -by completing the PLC planning agenda to unpack lessons in weekly planning -by adding on ramps to daily math and literacy lessons as noted in PLC planning agendas -by attending Letrs training on Teacher Workdays 		<p>Sarah Kensicki</p>	<p>05/28/2022</p>

	<p><i>Notes:</i> -Teachers have been attending planning every week in addition to an all day planning in November -Teachers have all begun their Letrs training with dedicated schools days to complete this</p>			
9/21/19	Adhering to collaborative decisions for how instruction is planned and executed to avoid equity gaps between classrooms by having teachers explicitly model lesson components and identify possible misconceptions.		Sarah Kensicki	05/28/2022
	<p><i>Notes:</i> -Teachers have been attending weekly planning -Walkthroughs are being conducted with an equity lens (10/11, 10/29, 12/2) -Lessons have been specifically modeled with misconceptions addressed as needed</p>			
2/9/22	Freckle will provide supplementation of student needs to increase student outcomes in Reading and Math by 15% as evidenced by EOG Reading and Math scores for 3-5.		Kelly Trone	06/06/2022
	<p><i>Notes:</i> -Teachers have been using Freckle during WIN time to support student needs -Teachers are assessing students' knowledge of standards to track gaps in learning that can be addressed through the use of Freckle</p>			
2/9/22	Outreach coaching and professional development will increase our Science EOG composite by 15%.		Millar Kaitlyn	06/06/2023
	<p><i>Notes:</i> -6 identified teachers will participate in coaching and PD for outdoor teaching next school year -The teachers will implement the 5Es of outdoor teaching, which include specific support in SEL</p>			

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>		<p>Teachers use scaffolding and on-ramping to meet students where they are and encourage continued growth. We have current push-ins/pull-outs in place for EC, ESL and TD students. Based on assessment data teachers are able to refer and discuss individual students with their MCL for possible interventions. Teachers create supplemental and intensive plans for students based upon individual student data and needs.</p> <p>All PreK-5 teachers use the Caring Schools Curriculum daily in instruction. The Student Services Team helps support students with individual needs as recommended from classroom teachers. The GreenWAY team has established core school rules, behavior matrixes and common language to use in support of behavior management.</p>	Limited Development 09/23/2019		
<i>How it will look when fully met:</i>		<p>Instruction includes explicit instruction, modeling, guided practice and independent practice and culturally responsive practices. Students are grouped appropriately by targeted skill areas and size based on program recommendations. We have set clear and consistently applied data decision rules for intervention entry/exit. We have defined methods of monitoring student progress, as well as built in some data decision rules for identifying who is at-risk and adhered to data decision rules flowcharts for each area and grade span. Supplemental academic practices are defined in consideration of core instruction and behavior and social and emotional instruction. The 2020-2021 FAMs survey will yield a score above emerging/developing.</p>		Lisa Fedell	05/28/2022
Actions			2 of 7 (29%)		
	1/25/21	MTSS leadership team will meet monthly to discuss student progress and tiers as well as best practices.	Complete 03/09/2021	Lisa Fedell	05/28/2021

Notes: -Began meeting in December to complete data review of students
 -Met 1/19/21 to review current caseloads in each grade level for instruction and attendance
 -Met 2/9/21 to review EC referrals and upcoming retention policies
 -Met 3/9/21 to discuss the upcoming review of caseloads and attendance interventions
 -Met 4/13/21 to review caseloads of students in Intensive plans last year and this year, as well as students on Supplemental plans for the last two consecutive years

5/6/21	One teacher on each grade level in K-2 will be trained on Orton Gillingham protocols to support interventions.	Complete 10/29/2021	Sarah Kensicki	10/29/2021
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Notes: -Some teachers were trained on O.G. during the 2020-2021 school year. However, we want to ensure there is an O.G. expert on each of the grade levels in K-2 to support the use of this intervention.

5/6/21	The MTSS Leadership Team will meet monthly to discuss school-wide interventions, case loads and coordinate/address initiatives and concerns with SST and EC.		Lisa Fedell	05/10/2022
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Notes: -The committee met on 10/20 to create a flow chart for the referral process.
 -The committee met on 11/10 to review carry over cases.
 -The committee met on 1/19 to review referrals to MTSS and interventions.

8/31/21	Consistent data reviews during team planning time each week.		Lisa Fedell	05/27/2022
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Notes: -Teachers have been attending data planning each week (every other by subject) to review progress.
 -During all day planning, grade level data was reviewed, discussed and actions plans were created.
 -Teachers have continued to attend data planning bi-weekly to review student growth and plan for WIN time.

8/31/21	Use of behavior plans and other interventions to support the social/emotional growth of students on supplemental or intensive plans.		Lisa Fedell	05/27/2022
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Notes: -SST has been meeting bi-weekly to review case loads.
 -The SST has completed FBA meetings for two students as of November 12th.
 -Teachers and SST have continued to collaborate on student behavior plans to positively support student behavior within the classroom

2/9/22	Freckle will provide supplementation of student needs to increase student outcomes in Reading and Math by 15% as evidenced by EOG Reading and Math scores for 3-5.		Kelly Trone	05/28/2022
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Notes: -Freckle is being use to target students who are below grade level so they continue to receive support in instruction that may be below grade level

2/9/22 A restart teacher will increase student outcomes in Reading by 15% as evidenced by the EOG Reading scores for 3-5.

Andrea Runyon

06/06/2022

Notes: -Laura Milavec was hired as the Restart teacher to support Reading data in 3-5
 -Teachers created data-based groups for Ms. Milavec to pull
 -Ms. Milavec created lesson plans for students that addressed standards and gaps in 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
<p><i>Initial Assessment:</i></p>			<p>During the 2021-2022 school year, Greenway Park will continue implementation of the Caring Schools Curriculum in order to explicitly teach social/emotional learning to all students with a focus on building relationships with students. A committee, called the GreenWAY, will continue to meet monthly to review feedback and make changes as needed. All classroom teachers are successfully implementing the Caring Schools Curriculum. Each day begins with a morning circle and ends with a closing circle. Students participate in class meetings weekly, or more frequently, depending on the grade level and classroom needs. Coaches provided feedback to teachers on the effectiveness of classroom management.</p> <p>*GreenWAY documents have been uploaded for review</p> <p>We will be using the Panorama screener this year. This data will be used throughout the year to inform morning meetings and individualized student support.</p> <p>Teachers are following Caring Schools curriculum for opening and closing circles. Every week the grade level teachers and counselor have a "kids talk". Before the meeting, teachers fill out a google form for those students who they have concerns. These concerns may come from frequent absences, student needs, family needs, students emotions, etc. Together they discuss next steps. During that time, the counselor also talks about adaptations that may need to be done to the Caring Schools curriculum due to lessons being taught virtually. The counselor also answers any questions the teachers may have about the Curriculum.</p>	<p>Limited Development 09/18/2019</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When met, successful implementation will result in a change in student behavior with decrease in behavior referrals and an increase in on-task behavior. Twice each year all students will be screened for SEL skills/competencies and school-wide, classroom, small group, and individual programs/activities/interventions will be planned using the data from the Panorama screener data. Optimal learning will occur, overall positive culture will result in greater teacher retention, and The Caring Schools program will implemented K-5 with fidelity. Information needed will include incident data to track student behavior and insight data gathered twice throughout the year. Additionally, data on attendance and changes in Panorama data over time will be examined. These forms of data will provide evidence and drive our work throughout the year.</p> <p>Teachers will complete Google Form to indicate they have implemented the coping strategies in their classrooms. Members of SST will verify and track completion. Students will have access to and be directed (if needed) to use coping strategies. The objective is fully met when students and teachers know how and when to use their available coping strategies. Effective implementation will result in decrease in office referrals and decrease in frequency and duration of calls for SST push in support.</p>			Nikki Guevara	06/04/2022
Actions			4 of 8 (50%)		
3/22/21	Use budget flexibility for professional development in increase teacher skills in classroom management and social-emotional learning.		Complete 05/06/2021	Andrea Runyon	05/28/2021
<i>Notes:</i>	-Purchased Top 20 Teachers -Purchased New Teacher Topics through Top 20				
5/6/21	The Master Schedule will have dedicated SEL and Closing Circle time built into daily schedules for all students K-5.		Complete 07/16/2021	Millar Kaitlyn	07/01/2021
<i>Notes:</i>	-Review the Instructional Expectations for the 2021-2022 school year				
8/31/21	Develop menu of coping skills and resources for teachers.		Complete 10/08/2021	Molly Kruger	09/08/2021
<i>Notes:</i>					
8/31/21	Verify teacher implementation and modeling of coping strategies.		Complete 12/18/2021	Nikki Guevara	12/18/2021

	<p><i>Notes:</i> -Counselors have been conducting guidance lessons on coping skills and resources for teachers into the December guidance lessons</p> <p>-Counselors are supporting teachers in their use of these strategies</p>			
9/18/19	Representatives from each grade (Greenway Committee) will meet monthly to monitor implementation and reflect on SEL progress by analyzing school incident trends from the current year and the past year.		Millar Kaitlyn	05/28/2022
	<p><i>Notes:</i> -Met on 9/15 to review discipline/suspension data, discuss Dojo incentives (school-wide and grade-level), attendance incentives, morning meeting/closing circles, discipline assemblies fr Q1</p> <p>-Met on 10/20 to review discipline/suspension data, discuss important dates, morning meeting/closing circles, discipline assemblies for Q2</p> <p>-Met on 11/10 to review discipline/suspension data, discuss incentives for December and admin incentives for January, discipline assemblies for Q3</p>			
8/31/21	Teachers will utilize Top 20 language from recent professional development sessions.		Millar Kaitlyn	05/31/2022
	<p><i>Notes:</i> -Top 20 PD was held in August during the Teacher Workdays to review old content for new staff and introduce new content for all returning and new staff.</p> <p>-Weekly Top 20 focus is reviewed every week in the Panther Press.</p> <p>-Monthly staff meetings include a review of Top 20 language.</p>			
8/31/21	Teachers will work collaboratively with other classroom teachers, support personnel, parents, and administration to foster a caring schools environment by maintaining communication with all stakeholders.		Millar Kaitlyn	06/06/2022
	<p><i>Notes:</i> -Open House on August 23rd.</p> <p>-Curriculum Night on October 12-13th.</p> <p>-Prospective Parent Open House on October 26th, November 30th, and December 10th.</p> <p>-Teachers are completing parent communication logs as needed.</p>			
8/31/21	Monitor student referrals, office referrals, and classroom push in calls.		Millar Kaitlyn	06/08/2022

Notes: -Reviewed discipline/suspension data with Greenway Committee on 9/15
 -Reviewed discipline/suspension data with Greenway Committee on 10/20
 -Submitted Q1 Discipline Data on 11/2/21
 -Reviewed discipline/suspension data with Greenway Committee on 11/10
 -Reviewed processes for reporting incidents not coded in PowerSchool with SST on 11/14/21

Implementation:		02/10/2020		
Evidence	2/10/2020 PD planning template GreenWAY minutes Student Services PLC minutes			
Experience	2/10/2020 Caring Schools Curriculum has been implemented in all classrooms. Teachers hold morning/afternoon circles, class meetings, and have established buddy classrooms in compliance with the curriculum. Monthly PD sessions focus on Establishing a Positive Classroom Climate and Culture. Staff members have opted in to monthly sessions. The GreenWAY committee meets monthly. The student services team meets weekly to review all Tier 2/3 behavior plans. The staff has been invited to weekly exercise classes after school.			
Sustainability	2/10/2020 Monthly PD sessions will continue through the remainder of the school year. The Caring Schools Curriculum will continue being implemented with fidelity for the remainder of the school year. Student Services PLC will continue to meet weekly.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Records are requested for all students transferring into Greenway Park. A system of receiving has been established. Following a check out/check in protocol, teachers have access to review cumulative records for all Greenway Park students. All 504 plans and IEPs are received by the case manager and information is shared with the classroom teacher. Teachers have access to student data in the Navigator portal and Power School.	No Development 09/30/2019		
How it will look when fully met:			The registrar records all incoming/outgoing student records and shares academic/medical information with the appropriate staff member(s). Teachers access records via the records room, Navigator Portal and Power School. PreK and 5th grade students will participate in moving up ceremonies at the conclusion of the school year. Additionally, parents/guardians of PreK and 5th grade students with a 504 plan or IEP are invited to attend a transition meeting to support students' academic/behavioral goals in Kindergarten and middle school. All classroom and creative arts teachers will participate in collaborative planning 3 times during the school year.		Lisa Fedell	05/28/2022
Actions				2 of 5 (40%)		
	9/30/19	Certified staff (classroom teachers and creative arts teachers) will plan collaboratively to create lessons that integrate arts and core instruction. All teams will participate in 2 planning/coaching session with A+ fellows during 2nd quarter.		Complete 01/24/2020	Pat Springs	01/24/2020
<i>Notes:</i>			November 4 January 24			
	10/7/19	A check in/check out system will be established for all student records.		Complete 04/14/2021	Adriana Piasecki	05/28/2021
<i>Notes:</i>			-The registrar has been using a check out/check in system to ensure the confidentiality of student records. This process has been monitored and has been used effectively each time a student registers.			
	9/30/19	Registrar records incoming/outgoing student records and shares academic/medical information with appropriate staff.			Darlene Clark	05/28/2022
<i>Notes:</i>			-The registrar has been clearly communicating with appropriate staff regarding new students and their information.			
	10/18/19	All PreK and 5th Grade students will participate in moving up ceremonies in June.			Joyce Oliver, Alyssa Mulhall	05/28/2022

Notes:

10/18/19 Parents/Guardians of PreK and 5th grade students will attend Kindergarten/middle school 504/IEP transition meetings.

Courtney Fulton

05/28/2022

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Learning Community Team consists of the superintendent, executive director, community support coordinator, executive secretary, senior administrative secretary, community administrator, two LC ICTs, an HR Team Leader and additionally assigned district support staff. The Learning Community Team meets with schools to provide support and feedback 3-4 times per month. Additionally, the principal attends monthly district and five learning community leadership meetings for professional development and support.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		When fully met, the Learning Community Team will provide consistent support and feedback during visits according to the outlined timeline. Support will impact evidence of the Instructional Excellence Look-Fors, Core Actions, and curriculum implementation. The school will be removed from the low-performing list.		Andrea Runyon	05/28/2022
Actions			0 of 3 (0%)		
10/7/19		Meet with principal or designee 3-4 times monthly to provide support and feedback for 11 key indicators outlined in the School Improvement Plan.		Tracey Hayes	05/28/2022

Notes:

	10/7/19	Meet with instructional leaders 3-4 times monthly to provide support and feedback for evidence of the Instructional Look-Fors and Core Actions & curriculum implementation.		Heather Klinger	05/28/2022	
<i>Notes:</i>						
	10/7/19	The Learning Community will deploy elementary specialists to support standards-aligned planning and instruction.		Southeast LC Team	05/28/2022	
<i>Notes:</i>						
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The leadership team consists of the principal, assistant principal, dean of students, MCL for K-2 literacy, MCL for 3-5 literacy and a math facilitator. This team meets weekly to discuss walkthrough and coaching data to debrief on current teaching practices. The team is using the Qualtrics walkthrough tool this year as a way to differentiate support for teachers. Teachers are receiving tiered coaching that focuses on both classroom management and instruction to ensure teachers are facilitating learning at a high level. The School Leadership Team also meets monthly to review progress on specific school goals to determine next steps for the team.	Full Implementation 11/29/2021		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are currently attending weekly PLC meetings in which they review the curriculum, plan lessons and discuss data and next steps. Data planning is held bi-weekly by subject to review student progress towards standards and to create action plans for addressing gaps and misconceptions. Administration completes formal and informal evaluations and walkthroughs based on the district calendar. The feedback is provided using the GPES template for feedback so feedback is aligned. Mentor/mentee meetings are held once a month for all teachers who are members of the BTSP program.	Limited Development 11/29/2021		
<i>How it will look when fully met:</i>		Grade level PLC meeting weekly looking at math, literacy and data. Admin is knowledgeable of the curriculum and each grade level needs and goals. Beginning teachers have access to support, knowledgeable peers and staff. Feedback is differentiated for each teacher and given at least biweekly.		Kelly Trone	05/27/2022
Actions			2 of 3 (67%)		
	11/29/21	Agendas for weekly planning will contain pre-work for teachers to complete.	Complete 02/01/2022	Kelly Trone	02/01/2022
<i>Notes:</i> -During our quarterly review, not all teams are completing the pre-work. This was discussed in our 11/17 staff meeting as well as all day planning to ensure all teams complete the pre-work. -MCLs and facilitators have continued to provide prework to teachers to ensure they are prepared for planning					
	11/29/21	Teachers enter data in a timely manner for data planning meetings.	Complete 02/02/2022	Lisa Fedell	02/01/2022
<i>Notes:</i> -Teachers have been completing their data trackers in a timely manner -Teachers are coming prepared to data planning with student work					
	11/29/21	Quarterly planning will be provided for teachers.		Sarah Kensicki	06/08/2022
<i>Notes:</i> -Quarterly planning was held for all grade levels in November -While quarterly planning has not been feasible for the remainder of the year, MCLs and Facilitators have incorporated long-range planning into PLC meetings.					

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>		The principal monitors curriculum by attending PLC meetings, planning, conducting formal and informal evaluations, using a GPES template for feedback, creating a mentor/mentee structure, and maintaining schedules for support staff such as EL/EC push in and pull out. These systems that are implemented throughout the school give teachers feedback in a variety of ways that allow them to best meet the needs of their diverse students.	Limited Development 09/19/2019		
<i>How it will look when fully met:</i>		<p>Facilitators will do walk-throughs or virtual pop-ins in classrooms after sitting in planning to ensure planning is implemented in classrooms.</p> <p>Administration, facilitators, and coaches will give bi-weekly feedback from informal and formal observations.</p> <p>Feedback will be given to facilitators to help support teachers.</p> <p>Arts are integrated into the lessons to support our Magnet theme.</p> <p>Grade level PLC meeting weekly looking at math, literacy and data.</p> <p>Beginning teachers have access to support, knowledgeable peers and staff.</p>		Andrea Runyon	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
8/25/21	Teachers will use arts integration in their lessons and provide students with at least four opportunities to showcase their knowledge using the arts.			Andrea Runyon	04/01/2022
<i>Notes:</i>		<p>Early release days will be used to provide time for collaborative planning</p> <p>Walkthrough form will include A+ look fors</p> <p>Planning agendas include arts integration</p> <p>A+ PD Studio Classrooms</p> <p>Collaborative planning with CAT/content teachers on early release days</p>			
8/31/21	Grade level PLCs will disaggregate data together in order to support team members and meet student needs.			Sarah Kensicki	05/28/2022

Notes: -Teachers have attended bi-weekly data planning
 -Teachers have used data to drive instruction, including WIN plans
 -Mentors/Mentees had a work session dedicated to using data for small groups

9/19/19 Administration, facilitators, and coaches will observe teachers and give bi-weekly feedback.

Sarah Kensicki

05/28/2022

Notes: Observations and feedback could lead to suggesting a PD Strand that will help the teacher meet goals.
 Walkthroughs have continued to be conducted using the Qualtrics walkthrough form

Core Function:

Dimension C - Professional Capacity

Effective Practice:

Quality of professional development

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied.

Limited Development
10/04/2016

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<p>How it will look when fully met:</p>	<p>The leadership team provides biweekly walkthroughs and feedback to classroom teachers. The leadership team reviews and analyzes walkthrough data at weekly meetings to determine coaching points for teachers.</p> <p>Greenway Park teachers lead and attend monthly PD in one of 4 predetermined PD strands developed by the school leadership team. Participants complete a survey after each session. Survey data is reviewed by the leadership team and adjustments are made as needed.</p> <p>Greenway Park teachers will attend 3 PD sessions led by Willow Sweeney. Willow Sweeney will provide Top 20 PD sessions on each early release day, 12/9, 2/17, and 5/5. Greenway Park staff will attend small group breakout sessions in relation to Top 20 reflection journal on 1/13 and 3/10. Staff will complete an internal survey following each breakout session. GPES staff will have the option to lead small group sessions through an application process.</p> <p>Certified staff members will complete the Insight Survey, or internal survey, bi-annually. The leadership team will analyze the results and determine adjustments needed to the total school environment.</p>		<p>Andrea Runyon</p>	<p>05/28/2022</p>
<p>Actions</p>		<p>5 of 8 (62%)</p>		
<p>10/7/19</p>	<p>Review PD strand survey data</p>	<p>Complete 12/04/2020</p>	<p>Andrea Runyon</p>	<p>12/21/2020</p>
	<p><i>Notes:</i> -Rather than complete a PD strand this year, the SIT chose to pivot their focus to Top 20 Teachers to support the staff in Adult SEL</p>			
<p>10/7/19</p>	<p>Review Insight Survey data or internal survey data.</p>	<p>Complete 04/23/2021</p>	<p>Andrea Runyon</p>	<p>05/28/2021</p>
	<p><i>Notes:</i> -Insight survey has been cancelled for the year. -In January, Ms. Guevara developed a survey that mimics the Insight Survey to garner feedback from the staff. -4/14/21 the survey was provided to teachers to complete. -4/23/21 Leadership team disaggregated and reviewed survey data to inform next steps.</p>			
<p>2/11/21</p>	<p>Use budget flexibility for professional development to increase teacher mastery of research-based instructional strategies.</p>	<p>Complete 04/28/2021</p>	<p>Andrea Runyon</p>	<p>05/28/2021</p>

Notes: -Purchased Top 20 Teachers PD to develop teachers' social-emotional awareness in themselves and others: 12/9/20, 2/17/21 and 5/5/21.
 -Purchased New Teacher Training through Top 20 to foster development in our newest teachers: bi weekly February 2021-May 2021.
 -Purchased Ken Williams PD held on 4/28/21.

9/2/21	Hire Outteach to coach and provide professional development on Science standards and outdoor teaching.	Complete 05/31/2021	Andrea Runyon	05/31/2021
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Notes: -Runyon purchased coaching and PD for three teachers on staff next year.

9/2/21	Purchase outdoor classroom supplies to support the facilitation of science in an authentic setting.	Complete 06/04/2021	Andrea Runyon	06/06/2021
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Notes: -Runyon worked with district leads to identify and purchase outdoor learning materials.
 -Purchased outdoor seating for classroom lessons.
 -Purchased a variety of outdoor science materials that will be accessible to all students and grades.
 -During summer 2021, volunteers will inventory our Science lab materials and catalog them so teachers can use the Lab and access any materials they need.

9/30/19	Review walkthrough feedback using the walkthrough tool developed by the leadership team.		Andrea Runyon	05/28/2022
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Notes:

8/25/21	Continue use of Top 20 Teacher training to support the social/emotional needs of our staff as well as their leadership among colleagues.		Andrea Runyon	05/28/2022
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Notes: -Willow came on August 20th to review Top 20 tenants and teach about conflict resolution and putting "stupid" in the box.

9/2/21	Continue partnership with Outteach to provide coaching and professional development on Science standards and outdoor teaching for three teachers this school year.		Millar Kaitlyn	06/06/2023
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Notes: -Identified teachers are Ms. Gloyd, Ms. Bergs and Ms. Doody.
 -Outteach invited teachers in August 2021 to attend PLC sessions on outdoor teaching

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled "Teacher Leader Pathway" as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district's human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district's strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average.	Limited Development 10/04/2016		
<i>How it will look when fully met:</i>		GPES will continue to use the Teacher Leader Pathway model for the 2020-21 school year. GPES has 3 Multi-Classroom Leader that support literacy in Kindergarten through 5th grades, 1 Extended Impact Teacher 1 that supports 3rd grade, and 1 Extended Impact Teacher 3 that supports 5th grade. Teacher leaders provide coaching, feedback, modeling, and instruction to teachers and students in the grade level(s) they support.		Andrea Runyon	05/28/2022
<i>Actions</i>			0 of 2 (0%)		
	2/9/22	Professional development to Ron Clark Academy will increase use of research-based teaching strategies as evidenced by improved ratings on teacher observations.		Andrea Runyon	04/01/2022
<i>Notes:</i>		<ul style="list-style-type: none"> -Two groups will attend PD at Ron Clark Academy in February and March -The teachers will share the strategies they learn on their PLCs and within Committee Meetings 			

12/4/20	Teacher leaders will receive ongoing leadership coaching, support and feedback as evidenced their observations and evaluations.		Millar Kaitlyn	05/28/2022
<i>Notes:</i> -Teacher leaders are continuing to receive feedback on their teaching and/or leadership within meetings to ensure support. -Mentors have received professional development on how to support their mentees				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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
<i>Initial Assessment:</i>		<p>Stay connected with parents through Class Dojo, Newsletters, Thursday Communication Folders, ConnectEd, and our marquee.</p> <p>Parents are able to monitor students academic progress through PowerSchool and Canvas.</p> <p>Parents are given opportunities throughout the year, virtual and in person when able, to attend school events and receive materials to work with their child at home.</p> <p>Parents attend parent/teacher conferences with interpreters available as needed to ensure strong communication between school and home.</p>	Limited Development 09/17/2019		
<i>How it will look when fully met:</i>		<p>There are multiple modes of communication between home and school. Families feel supported and are able to access multiple ways to support their child at home. Families participate in surveys in order to gain data about families needs. Families are able to access up to date data through PowerSchool or communication with the teacher.</p> <p>Teachers will communicate with parents through Class Dojo, Newsletters, Thursday Communication Folders and weekly ConnectEd messages to keep parents updated on school wide events. Parents can use the different communication options to stay updated on their child's behavior and academic progress.</p>		Lisa Fedell	05/28/2022
Actions			0 of 4 (0%)		
9/17/19		Monitor students' academic progress through Power School, weekly communication folders, progress reports and report cards.		Andrea Runyon	05/28/2022

Notes: -Teachers have maintained regular communication with families using Class Dojo, phone calls and conferences
 -Teachers are sending weekly communication folders
 -Parents were given access to their child's PowerSchool account to monitor grades

9/17/20 Class dojo, 100% of families connected

Lisa Fedell

05/28/2022

Notes: -Continuing to support parents with signing up for Class Dojo as we receive new enrollees

8/31/21 Teachers provide ongoing individualized feedback to families about their child's growth and needs.

Nikki Guevara

05/28/2022

Notes: -Teachers have continued to communicate with families in a variety of ways
 -Interpreters have been utilized for families whose first language is not English

8/31/21 The school will host family/curriculum nights virtually or in person in order to support families ability to support their child's learning at home.

Andrea Runyon

05/28/2022

Notes: -Open House held in August
 -Curriculum Night held in September
 -Magnet Open Houses held in person in November and December
 -Gift distribution was held in December for families in need
 -Beginner's Day held in April