

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:

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 9.2% in SY2021-22 to 29.6% in SY2022-23 and 50% in SY2023-24. (A2.04, B3.03)

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

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 62% on the Fall 2021 Panorama Screener (in Grades 3-5) to 67% in SY2022-23 and 72% in SY2023-24. (A4.06)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 45.1% in SY2021-22 to 34% in SY2022-23 and 23% in SY2023-24. (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>		<p>All grade level teams participate in Professional Learning Communities (PLCs). Teachers in grades K-2 and 4th teach all subjects while teachers in 3rd and 5th teach departmentalized subjects. Literacy teachers plan once a week, Math teachers plan once a week, and every other week teachers participate in subject-specific data planning. Multi-Classroom Leaders (MCLs) and Facilitators prepare the agenda with the curriculum pacing and standards ahead of time so teachers can complete pre-work prior to planning. During planning, teachers and leaders discuss the expectations of the standard and how they will lead students to demonstrate mastery. Multilingual Learner (ML) teachers and Exceptional Children (EC) teachers are encourage to attend, but their schedules do not always allow for participation. Teachers use data to make decisions about implementation of the curriculum during core as well as small group teaching (WIN). We are continuing to use Envision for math and EL Education for the curriculum.</p>	Limited Development 08/17/2022		

<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 -Consistent use of data cycles that will drive a differentiated, personalized experience for students and using data to restructure WIN groups -Consistent participation from important stakeholders, ML teachers, EC teachers, leadership -Consistent walkthroughs with leadership (MCLs, Facilitators, Administration) to ensure implementation of the discussion in PLC is resulting in improved student outcomes 			Sarah Kensicki	06/15/2024
Actions		0 of 6 (0%)		
8/18/22	Collaboratively create PLC expectations for prework, PLC and lesson planning.		Sarah Kensicki	09/09/2022
<i>Notes:</i>				
8/19/22	Lead a professional development for beginning teachers on how to analyze data		Millar Kaitlyn	01/29/2023
<i>Notes:</i>				
8/18/22	Teachers and leaders will analyze data from informal and formal assessments to determine next steps for core and WIN instruction.		Kelly Trone	06/17/2023

<i>Notes:</i>			
8/18/22	EC and ML teachers will attend weekly meeting to provide instructional expertise.		Millar Kaitlyn 06/17/2023
<i>Notes:</i>			
8/18/22	Planning conversations will focus on the integrity of the curriculum and standards-aligned instruction with a focus on rigor and engagement		Sarah Kensicki 06/15/2024
<i>Notes:</i>			
8/18/22	Hold weekly PLC meetings for Literacy, Math and Data		Sarah Kensicki 06/15/2024
<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

A core curriculum is implemented in Math and Reading. Teachers plan together to discuss the curriculum and standards to be taught and how to implement strong instructional strategies to ensure students receive just in time instruction. Teachers use scaffolding and on-ramping to meet students where they are and encourage continued growth and differentiate the core as needed to meet the needs of their students. Teachers hold small groups during WIN time to further progress students on individual needs. We have current push-ins/pull-outs in place for EC, ML and TD students. Based on assessment data teachers are able to refer and discuss individual students with their MCL/Facilitator for supplemental or intensive plans when students do not respond to the core. Teachers create supplemental and intensive plans for students based upon individual student data and needs.

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. They do this through the use of short-term counseling, as well as supplemental and intensive plans. The GreenWAY team has established core school rules, behavior matrixes and common language to use in support of behavior management.

Walkthroughs are held on an inconsistent basis to determine current core implementation. Feedback is given to the teachers in different formats throughout the year.

Limited Development
08/17/2022

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> -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/Intensive academic practices are defined in consideration of strong core instruction -Strong core classroom management for behavior and social and emotional instruction with supplemental and intensive behavior plans as needed -The 2022-2023 FAMs survey will yield a score above emerging/developing 		<p>Lisa Bryant</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>1 of 11 (9%)</p>		
<p>8/18/22</p>	<p>Hire a dedicated literacy interventionist to support small group teaching in 2nd and 3rd grade</p>	<p>Complete 08/17/2022</p>	<p>Andrea Runyon</p>	<p>08/15/2022</p>
	<p><i>Notes:</i> Ms. Runyon has recommended Ms. Milavec for the 22-23 school year</p>			
<p>8/19/22</p>	<p>Review of Master Schedule to maximize literacy foundational skills</p>		<p>Andrea Runyon</p>	<p>09/14/2022</p>
	<p><i>Notes:</i></p>			
<p>8/18/22</p>	<p>Implement a school-wide WIN schedule that allows for strategic scheduling of students based upon academic and program needs</p>		<p>Kelly Trone</p>	<p>09/29/2022</p>
	<p><i>Notes:</i></p>			
<p>8/18/22</p>	<p>Staff will be trained on the Branching Minds platform</p>		<p>Lisa Bryant</p>	<p>09/29/2022</p>
	<p><i>Notes:</i></p>			
<p>8/19/22</p>	<p>Train teachers on using Dreambox as an math intervention</p>		<p>Kelly Trone</p>	<p>11/10/2022</p>
	<p><i>Notes:</i></p>			
<p>8/19/22</p>	<p>Train interventionist on UNCC Fluency Partner</p>		<p>Lisa Bryant</p>	<p>11/10/2022</p>
	<p><i>Notes:</i></p>			

	8/19/22	Lead a professional development on MTSS best practices and how to use data for beginning teachers		Millar Kaitlyn	03/31/2023
	<i>Notes:</i>				
	8/19/22	New hires will be trained in Orton Gillingham		Sarah Kensicki	06/17/2023
	<i>Notes:</i>				
	8/18/22	The MTSS committee will meet monthly to discuss the implementation and use of the Standard Treatment Protocol and Data Decision Rules		Lisa Bryant	06/15/2024
	<i>Notes:</i>				
	8/18/22	Staff will receive ongoing professional development on MTSS including implementation of a tiered instructional system within their classroom		Lisa Bryant	06/15/2024
	<i>Notes:</i>				
	8/18/22	Teachers will analyze student data to determine next steps for strengthening the core and/or providing supplemental or intensive support for academic and behavioral needs		Kelly Trone	06/15/2024
	<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
Initial Assessment:			Greenway Park is currently implementing a school-wide discipline plan with a focus on individual classroom management, grade-level and school-wide consequence systems, positive reinforcement and social-emotional learning. The GreenWAY Committee meets on a monthly basis with representatives from each grade level and subject band to discuss current discipline, referral and suspension trends, as well as efforts for positive reinforcement and meaningful consequences. The Student Services Team (SST) works in conjunction with administration and teachers to ensure students are receiving preventative and just in time interventions to support academic and emotional needs within the classroom. Each homeroom teacher holds a morning meeting every day using the Caring Schools Curriculum to support the social-emotional learning of their students. Students who require more than the core classroom management support are referred to the SST to receive short-term counseling and/or begin supplemental or intensive plans. The school social worker, in conjunction with all school stakeholders, monitors attendance weekly and works with school staff and families to remove barriers that prevent students from attending daily. Twice each year, all students are screened for SEL skills/competencies.	Limited Development 08/17/2022	

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> -Decrease in behavior referrals and an increase in on-task behavior -Strong core instruction and classroom management will be evidenced in every classroom, resulting in high engagement -Panorama screening data will be used to determine school-wide, classroom, small group, and individual programs/activities/interventions -The Caring Schools program will implemented K-5 with fidelity -The GreenWAY Committee will regularly analyze incident data to track student behavior, including referrals and OSS, and discuss school-wide, grade-level and classroom-level initiatives to support all students -Data on attendance and Panorama data will be analyzed throughout the year to inform staff practices -Staff will be strategically staffed to support the tiered instructional support -Students will participate in high interest social, enrichment, extra-curricular and academic support activities -Teachers and staff will be experts on using important platforms such as Panorama and Branching Minds 		<p>Millar Kaitlyn</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>8/18/22</p>	<p>Hire two Behavior Modification Technicians (BMTs)</p>		<p>Andrea Runyon</p>	<p>10/28/2022</p>
<p><i>Notes:</i></p>				
<p>8/19/22</p>	<p>SST will lead coffee chats to provide supports for students</p>		<p>Audrina Flowers</p>	<p>06/17/2023</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>GreenWAY committee meetings will be held monthly to leverage support students regarding behavioral and emotional needs</p>		<p>Millar Kaitlyn</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Monitor the implementation and assessment of Panorama data for school-wide support and attention to needs of students</p>		<p>Molly Kruger</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Teachers will hold a morning meeting daily using the Caring Schools Curriculum</p>		<p>Katrina Rundle</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				

8/18/22	Teachers, SST and Administrators will regularly review discipline data to provide feedback on strengthening the core as well as next steps for supplemental or intensive plans.		Molly Kruger	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<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.	Objective Met 05/17/22	Kelly Trone	05/27/2022
Actions					
	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.	Complete 06/08/2022	Sarah Kensicki	06/08/2022

Notes: -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.

Implementation:		05/17/2022		
Evidence	5/17/2022			
Experience	5/17/2022			
Sustainability	5/17/2022			

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
Initial Assessment:		Teachers receive informal and formal feedback through the use of walkthroughs, coaching and evaluation. Feedback for teachers is aligned to the curriculum implementation, grade-level standards and evaluation tool. Each member of the leadership team is assigned to specific grade levels and/or subject matters to ensure teachers receive instructional support during planning and teaching. Teachers participate in weekly literacy, math and data planning meetings that are led by an instructional expert to ensure students are receiving aligned and equitable instruction. Teachers use informal and formal data collection to determine student mastery on grade-level standards and analyze this data to determine next steps for core and small group instruction. Leaders review this data and provide guidance on how best to support the learning within the classroom. When needed, the team discusses supplemental or intensive plans to further support learning for students who need additional learning when they are not responsive to a strong core. Teachers who need support in strengthening academic or behavioral core will receive coaching from an MCL/Facilitator, administrator and/or SST member.	Limited Development 08/17/2022		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> -Walkthroughs will be completed on a consistent basis by MCLs/Facilitators and Administration -Walkthrough feedback will be provided consistently with aligned language from the leadership team -Feedback and look fors will progress throughout the year as the priorities in curriculum and instruction shift from the first to the last quarter of the year -Teachers will implement feedback in a timely and consistent manner, resulting in improved outcomes for students -Teachers and leaders will consistently attend PLCs, participate actively and complete all pre-work prior to the meeting to ensure the meeting results in ready to use plans and a deep understanding of how to implement a strong instructional core -Teachers and leaders will regularly analyze data to ensure they know how students are responding to the core and provide supplemental or intensive supports when needed -Support staff, including EC, ML, TD and SST staff, will attend weekly meetings and provide their instructional and professional expertise on how to further strengthen the core using instructional and behavioral support -Core will be differentiated when appropriate to ensure all students can access grade-level standards and show mastery 		<p>Andrea Runyon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/18/22</p>	<p>Create an evaluation timeline that ensures the principal observes and provides feedback to each teacher and staff member during the school year.</p>		<p>Millar Kaitlyn</p>	<p>09/15/2022</p>
<p><i>Notes:</i></p>				
<p>8/19/22</p>	<p>MCLs/Facilitators will co-teach and/or push into classrooms to model best practices and support instruction.</p>		<p>Lisa Bryant</p>	<p>06/17/2023</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Teachers, support staff and leaders attend weekly PLC meetings</p>		<p>Nikki Guevara</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				

8/18/22	Create walkthrough forms with look fors for Literacy, Math and Culture that progress throughout the year		Andrea Runyon	06/15/2024
<i>Notes:</i>				
8/18/22	Conduct weekly walkthroughs to monitor curriculum implementation and student engagement levels		Andrea Runyon	06/15/2024
<i>Notes:</i>				

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>Greenway Park implements a school-wide communication plan that results in a variety of avenues for sharing information about the school. All staff use Class Dojo to provide relevant information to families. Families can view their child's behavior feedback for the day and receive or send messages directly to the teacher. School staff can post important updates to Class Dojo about upcoming school or district events. Teachers call families or schedule parent conferences to discuss progress of students. Administrators, counselors and teachers discuss concerns during phone and in person meetings with families to plan for supports and next steps for students. Every week, teachers send home a Thursday folder with weekly updates, feedback from the teacher on the student's work and any flyers or school-wide communication. Grade levels determine what and how information will be shared so communication is aligned. Each week on Sundays, families receive a ConnectEd phone call detailing important information and events for the week directly from the principal. This is also provided in Spanish. We employ a full-time Spanish interpreter to provide families with on-demand interpretation throughout the school day and translations for written school communication. Administration meets with the PTO and community organizations to plan events for families to attend throughout the school year. Interpreters will be requested to provide support to families who speak a language other than english so they can actively participate and receive the information from the event. Community Partnerships volunteer within the school building in a variety of roles, including support and academic, to provide help to the school staff and students.</p>	Limited Development 08/17/2022		

<p>How it will look when fully met:</p> <ul style="list-style-type: none"> -100% of parents/guardians are connected to Class Dojo -Thursday folders will be sent home every week -90%+ of families will attend school events, including academic and social events executed by school staff, PTO and/or community organizations -Conferences about a students' academic and behavioral goals will be attended by all stakeholders -Parents/Guardians with concerns about their child will directly contact their child's teacher to discuss their concerns -SST and Administrative staff will attend parent conferences on an as needed basis to collaboratively plan for next steps for supporting students -Interpreters will be available for all languages represented at our school -The PTO and Community Partnerships will plan and lead events for families throughout the school year -School Staff will plan and lead events for families throughout the school year -Families who speak a language other than English will have an interpreter readily available at school events 			<p>Andrea Runyon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>8/18/22</p>	<p>All students will participate in a parent teacher conference</p>		<p>Nikki Guevara</p>	<p>11/08/2022</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Ensure 100% of families are connected to Class Dojo</p>		<p>Lisa Bryant</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Teachers will send home Thursday folders with school work, flyers and other school communication</p>		<p>Lisa Bryant</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Families will receive a ConnectEd call detailing important information about the upcoming week with a Spanish interpretation</p>		<p>Andrea Runyon</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				

8/18/22	Important information and events will be posted to the Class Dojo school story		Millar Kaitlyn	06/15/2024
<i>Notes:</i>				
8/18/22	The PTO and Community partnerships, in conjunction with school staff, will host or volunteer for events		Millar Kaitlyn	06/15/2024
<i>Notes:</i>				
8/18/22	Interpreters will be requested for all school events		Barbara Grant	06/15/2024
<i>Notes:</i>				