

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.

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 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 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)



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>1. All staff members utilize the GreenWAY, positive behavior system. To create buy in, the GreenWAY was developed and implemented by a team of staff members representative of all areas of the school. It includes expectations, descriptors, matrices, rewards, and consequences.</p> <p>2. A SUCCESS can be seen in the following ways: The GreenWAY team meets monthly to review staff feedback and make changes as needed. Students are introduced to the GreenWAY at the beginning of the year with ongoing reinforcement and review during daily class meetings.</p> <p>3. CHALLENGES: Onboarding new staff members and staff members hired mid-year can be challenging. Consistent BMT support can also be challenging.</p> <p>4. Opportunities are as follows: While the GreenWAY has been in operation since 2018, the team found that a re-norming of expectations was relevant based on 346 recorded violations of the Code of Conduct in 2022-23. Title 1 extended day funds were used to compensate the team for summer planning.</p>	Limited Development 09/21/2023		
<i>How it will look when fully met:</i>		During the 22-23 school year, Greenway Park recorded 348 Code of Conduct violations in Power School. Consistent implementation of the GreenWAY will result in a reduction in the total number of Power School incidents.		Andrea Runyon	01/24/2024
<i>Actions</i>			0 of 1 (0%)		
	9/21/23	The GreenWAY committee will meet monthly to review discipline data and feedback from staff members. (SEL, OSS, Title 1)		Andrea Runyon	01/20/2024
<i>Notes:</i>					

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

Initial Assessment:

During the school year, teachers and staff created goals to meet or exceed growth while also increasing proficiency compared to last year. We targeted efforts in 3rd grade reading and our subgroups of Black and Hispanic students. As of June 2023, we ended the year with projections according to MAP as 2.9% ELA CCR for our Black 3rd grade students and 6.5% ELA CCR for our Hispanic 3rd grade students. The goal was 45%. We also did not meet our MAP growth targets for grades 2-5, with 55% meeting growth in Math and 42% meeting growth in ELA.

As of June 2023, teachers and staff continued to use the district provided curriculum while ensuring strong knowledge of the standards. Teachers met weekly in PLCs to discuss how to maintain the integrity of the lesson while also ensuring they used student data to align the standards to their students' needs. Students received core instruction on their grade level standards, as well as individualized instruction in small groups that was aligned to their performance on standards.

We experienced challenges with staffing key roles which impacted the quality and quantity of support. One of our Multi-Classroom Leaders accepted a new position in January, and we had difficulty hiring for teacher assistant positions. In addition, we had some teachers leave during the school year and it was difficult to fill those positions.

As of June 2023, opportunities exist to address these challenges. We have posted positions for Teacher Leader Pathway positions to recruit top talent who have a proven record of positively impacting student outcomes. In addition, we will continue to use and strengthen our data use protocols so teachers feel confident in their ability to use data in both short and long term planning through the use of ongoing professional development and coaching.

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 			<p>Andrea Runyon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/18/22</p>	<p>Hold weekly PLC meetings for Literacy, Math and Data (3rd Reading, EVAAS)</p>		<p>Andrea Runyon</p>	<p>02/24/2024</p>
<p><i>Notes:</i></p>				
<p>5/24/23</p>	<p>Planning conversations will focus on the integrity of the curriculum and standards-aligned instruction with a focus on rigor and engagement (3rd Reading, EVAAS, Title I)</p>		<p>Sarah Kensicki</p>	<p>06/01/2024</p>
<p><i>Notes:</i></p>				

8/18/22	Teachers and leaders will analyze data from informal and formal assessments to determine next steps for core and WIN instruction. (3rd Reading, EVAAS, FAM-S 29)		Kelly Trone	06/17/2024
<i>Notes:</i>				
8/18/22	EC and ML teachers will attend weekly meetings to provide instructional expertise. (3rd Reading, EVAAS)		Millar Kaitlyn	06/17/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Student support services
----------------------------	---------------------------------

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

Teachers and staff attended Branching Minds training this year and began to learn how to navigate and use the platform. Interventions were implemented academically to students in tiers, while teachers discussed ways to strengthen the core in PLCs. Staff used branching minds to ensure students were meeting their growth targets, while also seeking to improve proficiency across the school with a special focus on 3rd grade reading and Black and Hispanic subgroups. As of June 2023, using data-based instructional planning and MTSS protocols, we ended the year with projections according to MAP as 2.9% ELA CCR for our Black 3rd grade students and 6.5% ELA CCR for our Hispanic 3rd grade students. The goal was 45%. We also did not meet our MAP growth targets for grades 2-5, with 55% meeting growth in Math and 42% meeting growth in ELA.

As of June 2023, successes noted: teachers and staff were able to implement the reform strategies as outlined. We improved our flex grouping based on mastery during Math WIN time through coaching and data-based PLCs. More teachers were able to attend Orton Gillingham training this year to improve their knowledge of high leverage literacy interventions.

As of June 2023, we experienced challenges due to staff turnover in key positions, some of the procedural requirements in Branching Minds were not met to the standard we aimed for at the beginning of the year. We also identified a gap in understanding for our staff when it comes to behavioral interventions. While many staff incorporated behavioral supports in terms of tracking, very few implemented district approved interventions for their students with an area of need.

As of June 2023, opportunities exist to address these challenges. We will strengthen our processes when it comes to MTSS for both academic and behavioral interventions. Our MTSS Leadership Team will meet monthly to discuss student cases and propose next steps. Teachers and staff will continue to receive PD on best practices for addressing student needs in the tiered system, while also ensuring they use data to determine what all students can benefit from in the core.

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>Andrea Runyon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</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 (3rd reading, EVAAS)</p>		<p>Andrea Runyon</p>	<p>02/24/2024</p>
<p><i>Notes:</i></p>				
<p>8/19/22</p>	<p>Lead a professional development on MTSS best practices and how to use data for beginning teachers (EVAAS)</p>		<p>Justin Humphries</p>	<p>03/31/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>Staff will receive ongoing professional development on MTSS including implementation of a tiered instructional system within their classroom (EVAAS, 3rd Reading)</p>		<p>Justin Humphries</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				
<p>8/18/22</p>	<p>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 (EVAAS, 3rd Reading, SEL, FAM-S 3)</p>		<p>Kelly Trone</p>	<p>06/15/2024</p>
<p><i>Notes:</i></p>				

	8/18/22 Used Restart budget flexibility to hire a dedicated literacy interventionist to support small group teaching in 2nd and 3rd grade and ML teacher(3rd Reading)		Andrea Runyon	11/01/2024	
<i>Notes:</i> Ms. Runyon has recommended Ms. Milavec for the 22-23 school year. The school used Restart budget flexibility during the 21-22 school year.					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our goal this year was to increase students reporting a positive self-perception of their self-efficacy to 67% in SY2022-23. As of June 2023, our Spring data did not meet this goal. 50% of students reported a positive self-perception of their self efficacy.</p> <p>As of June 2023, successes noted are teachers continued to use the Caring Schools Curriculum to teach SEL in morning meetings. The master schedule dedicated time for morning and closing meetings daily. Staff without homerooms were assigned one to attend each day. Our Student Services Team (SST) provided exceptional care to our students by basing care off of referral forms, discipline data and office calls. Teachers and counselors used behavior plans to provide support to students who benefitted from goal-setting to improve their behavior.</p> <p>As of June 2023, fidelity with morning meetings became a growth area (challenge) for some grade levels. Through our FAM-S process, the team also identified growth areas for how our discipline plan is implemented. We identified MTSS Behavior Processes as a knowledge gap for our staff.</p> <p>As of June 2023, opportunities exist to address these challenges. We will provide ongoing professional development on the use of interventions for behavior through MTSS and how to appropriately document them in Branching Minds. Staff will revisit our Discipline Plan during a summer planning opportunity and create updated or new processes for how discipline is addressed within the school.</p>	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>Andrea Runyon</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/30/23</p>	<p>Staff will participate in Capturing Kids Hearts PD and implement new learning with GreenWAY expectations. (SEL, FAM-S 30, 31))</p>		<p>Andrea Runyon</p>	<p>11/03/2023</p>
<p><i>Notes:</i></p>				
<p>9/20/23</p>	<p>SST meets bi-weekly to review chronic absenteeism and determine next steps in accordance with attendance plan. (FAM-S 30, 31) https://docs.google.com/document/d/1rayoA7bhga0FDk2Nj_TSrp5JNPIbk-I3WJphIYiJco4/edit</p>		<p>Molly Kruger</p>	<p>01/24/2024</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 (SEL, OSS, FAM-S 30, 31)</p>		<p>Andrea Runyon</p>	<p>06/15/2024</p>

Notes: -Continual review of OSS and Incident Data to determine if we are tracking to meet our goal to decrease disparity in suspensions
 -1/18/23 meeting- re-normed school-wide expectations for behavior including restroom, hallway, etc.

8/19/22 Student Support Team (SST) will lead coffee chats to provide supports for students (SEL)

Molly Kruger

06/17/2024

Notes:

	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
<i>Initial Assessment:</i>			<ol style="list-style-type: none"> Greenway Park is a Creative Arts and Sciences magnet school. Fifth grade students have the option of continuing their arts education at Northwest School of the Arts or Crestdale Middle School. Each year, students participate in a field trip to NWSA to view performances and tour the campus. Additionally, Crestdale Middle School band and orchestra teachers and students visit Greenway Park annually. Successes: Approximately 20% of 5th grade students continue their arts education at Crestdale or NWSA. Additionally, 100% of students participated in an arts experience (i.e. visiting NWSA, attending band/orchestra performance, Children's Theater field trip, Nutcracker ballet, etc.) It is challenging to secure funding to transport students to/from school visits. An opportunity would be to utilize Magnet funds and/or Title 1 funds to remove this barrier. 	Limited Development 09/21/2023		
<i>How it will look when fully met:</i>			100% of 5th grade students will have the opportunity to visit an arts middle school. Percent of 5th grade students choosing an arts middle school increase from 20% to 30% during the 23-24 school year.		Andrea Runyon	06/07/2024
Actions				0 of 1 (0%)		
		9/21/23	5th grade students will visit Northwest School of the Arts. (SEL, Title 1)		Andrea Runyon	01/24/2024
<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>		<p>1. SIT meets monthly to review implementation of effective practices. Meetings are scheduled for the 3rd Monday of each month.</p> <p>2. A SUCCESS has been found when we utilize A virtual option for stakeholders who are unable to attend in person. Team members are also able to meet with the Principal 1:1 following any meetings they were unable to attend.</p> <p>3. CHALLENGES: Not all members can attend in-person monthly meetings.</p> <p>4. OPPORTUNITIES for engaging community members through New City Church and Matthews United Methodist are being considered.</p>	No Development 11/29/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		SIT will meet bi-monthly to review implementation of effective practices.		Andrea Runyon	06/07/2024
<i>Actions</i>			0 of 1 (0%)		
	9/21/23	SIT will meet bi-monthly to review implementation of effective practices. (3rd Reading, EVAAS, SEL, OSS)		Andrea Runyon	06/07/2024
<i>Notes:</i>					
<i>Implementation:</i>			09/29/2022		
	<i>Evidence</i>	9/29/2022			
	<i>Experience</i>	9/29/2022			
	<i>Sustainability</i>	9/29/2022			

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>		<p>1. 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.</p> <p>2. A SUCCESS can be seen in the area of walk throughs. 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.</p> <p>3. A CHALLENGE can be ensuring all teaches complete pre-work prior to attending planning.</p> <p>4. OPPORTUNITIES are available for teachers to provide feedback on process and documents to improve effectiveness and increase efficiency. Opportunities also exist to provide extended planning periods for teachers quarterly.</p>	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.		Andrea Runyon	01/24/2024
Actions			0 of 2 (0%)		
	11/29/21	Agendas for weekly PLC planning will contain pre-work for teachers to complete to ensure thorough understanding of the curriculum. (3rd Reading, EVAAS)		Kelly Trone	01/24/2024
<i>Notes:</i>					
	11/29/21	Teachers enter data in a timely manner for data planning meetings so that data can be reviewed and utilized to improve student achievement. (3rd Reading, EVAAS)		Sarah Kensicki	01/24/2024

Notes:

Implementation:		09/21/2023		
<i>Evidence</i>	5/17/2022			
<i>Experience</i>	5/17/2022			
<i>Sustainability</i>	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:

During the school year, success can be noted as teachers and staff created goals to meet or exceed growth while also increasing proficiency compared to last year. We targeted efforts in 3rd grade reading and our subgroups of Black and Hispanic students. As of June 2023, we ended the year with projections according to MAP as 2.9% ELA CCR for our Black 3rd grade students and 6.5% ELA CCR for our Hispanic 3rd grade students. The goal was 45%. We also did not meet our MAP growth targets for grades 2-5, with 55% meeting growth in Math and 42% meeting growth in ELA.

As of June 2023, while we did not reach the targets set out for our Black and Hispanic students, we did see other positive trends (successes). Our CCR data showed increases in subgroups including our Other Races CCR and GLP, White CCR and GLP and our AIG CCR and GLP. Data planning meetings were held in addition to grade level planning. Discussions were held to analyze student proficiency and to create data-driven small group plans to ensure students were progressing on their individual goals. MAP data was disaggregated by sub group and feedback was provided to teachers to discuss next steps on their instruction. The instructional leadership team continued to use walkthrough forms aligned to our evaluation feedback and qualitative data supported that this alignment was well-received.

As of June 2023, we experienced difficulty and challenges in maintaining instructional leadership for our upper grades. Roles and responsibilities were shifted as positions opened which made it difficult to maintain a high level of coaching and feedback compared to when we were previously fully staffed.

As of June 2023, opportunities exist to address these challenges. We will continue to provide targeted feedback through the use of coaching, walkthroughs and evaluations. We will be hiring EIT positions rather than filling our MCL vacancy to give targeted support to grade levels without removing teachers with positive achievement data from the classroom. We will also be implementing the Leader/Learner strands for professional development next year to increase staff voice and choice in what they learn about.

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 2 (0%)</p>		
<p>8/18/22</p>	<p>Principal will develop a coaching plan and walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (EVASS, 3rd Reading, FAM-S 3)</p>		<p>Andrea Runyon</p>	<p>01/24/2024</p>
<p><i>Notes:</i></p>				
<p>10/2/23</p>	<p>ILT will use the Get Better Fast Model to provide feedback to staff in order to improve student outcomes. (Reading 3rd, EVAAS)</p>		<p>Andrea Runyon</p>	<p>06/01/2024</p>
<p><i>Notes:</i></p>				

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
<i>Initial Assessment:</i>		<p>1. The leadership team completes weekly walk throughs and reviews data to provide coaching for teachers. Teachers meet bi-weekly with facilitators to review student data and plan small group instruction.</p> <p>2. A success is that majority of GPES teachers are rated proficient or above.</p> <p>3. Challenges exist in scheduling uninterrupted time to consistently complete walkthroughs.</p> <p>4. Opportunities to develop systems and process to protect administrator time during the school day have been established and require consistent follow through.</p>	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		Using walk through data, all certified staff members are assigned a leader and a learner strand. Each month, teachers will either lead PD in their leader strand, or attend PD in their learner strand.		Andrea Runyon	01/24/2024
<i>Actions</i>			0 of 1 (0%)		
	9/21/23	Teachers will lead/attend PD in leader/learner strands in order to maximize student achievement. (3rd Reading, EVAAS, Title I)		Andrea Runyon	01/24/2024
<i>Notes:</i>					

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>		<p>1. Greenway Park experienced an unexpected rate of turnover during the past two years, largely due to retirements and staff members leaving education vs. staff members transferring to other CMS schools.</p> <p>2. Success can be seen in the following: Staff are recognized/rewarded monthly by the leadership team and peers. Community partners provide apparel, meals, gifts, etc. to all staff. The Principal collaborates with community partners to plan and organize ongoing staff appreciation events throughout the school year.</p> <p>3. It is particularly challenging to hire certified, highly qualified staff.</p> <p>4. Opportunities to hire part time staff with restart/Title 1 funds are filling gaps for teacher vacancies.</p>	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		100% of Greenway Park staff are highly qualified. Retention rate is less than 10% annually.		Andrea Runyon	06/07/2024
<i>Actions</i>			0 of 1 (0%)		
	9/21/23	At least 90% of certified staff members will report receiving recognition for their work on Insight Survey or in-house survey. (FAM-S)		Andrea Runyon	06/07/2024
<i>Notes:</i>					

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>1. Greenway Park receives funds from the state, Title 1 funds, and Restart funds. Funds are allocated for instructional resources for students and human resources.</p> <p>2. A SUCCESS has been hiring a part time Restart teacher and certified Orton Gillingham Restart teacher.</p> <p>3. It is particularly CHALLENGING to hire certified, highly qualified staff members.</p> <p>4. OPPORTUNITIES such as part-time Restart teachers help fill gaps in teach vacancies and meet the needs of students during small group instruction.</p>	Limited Development 09/20/2023			
<i>How it will look when fully met:</i>		Restart funds and flexibilities will be used to hire a reading intervention teacher for 2nd and 3rd grade to increase literacy achievement.		Andrea Runyon	01/24/2024	
<i>Actions</i>			0 of 1 (0%)			
	9/20/23	Within the 2023-24 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by using Restart funds to hire highly qualified teachers and tutors. (Restart funds, Title I, EVAAS)		Andrea Runyon	01/24/2024	
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

During the school year, teachers and staff created goals to meet or exceed growth while also increasing proficiency compared to last year. We targeted efforts in 3rd grade reading and our subgroups of Black and Hispanic students. We also set out to improve student perception of their self-efficacy through the use of several initiatives involving home-school connections. As of June 2023, we ended the year with projections according to MAP as 2.9% ELA CCR for our Black 3rd grade students and 6.5% ELA CCR for our Hispanic 3rd grade students. The goal was 45%. We also did not meet our MAP growth targets for grades 2-5, with 55% meeting growth in Math and 42% meeting growth in ELA.. Student perception of self-efficacy decreased by 2%, landing us at 60% positive self perception. Our goal was to be at least 67% positive.

As of June 2023, several initiatives were successful this year, including the attendance interventions and incentives we set in place at the beginning of January. Our Dean began an “Attendance WHEELY Matters” campaign with a grade level being chosen at random each week to participate. If a class on that grade level had 100% attendance, they were able to spin the wheel for a prize. We saw decreases overall in chronic absenteeism in every subgroup. We also held several successful parent nights in addition to PTO sponsored events that allowed us to build and/or maintain relationships with families. We maintained consistent communication through the use of ConnectEd and Class Dojo.

As of June 2023, challenges noted, our chronic absenteeism rate as a school remains high, especially for our Hispanic subgroup. We experience high levels of tardies and early check outs as well, contributing to hours and hours of missed learning for students.

As of June 2023, opportunities exist to address these challenges. We will continue our efforts in decreasing our chronic absenteeism rates for all subgroups by continuing our Attendance Wheely Matters campaign. We will also continue to use interventions, such as attendance contracts, to ensure families with barriers have the support they need to remove them. We will adopt the use of Parent Square per the district initiatives to maintain communication with parents. In addition, we will hold parent meetings, school events, PTO events and performances.

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 3 (0%)</p>		
<p>8/30/23</p>	<p>Transition staff and families to ParentSquare as communication tool. (SEL)</p>		<p>Justin Humphries</p>	<p>11/03/2023</p>
<p><i>Notes:</i></p>				
<p>1/24/23</p>	<p>Implement attendance plan and review all chronically absent students and document next steps for removing barriers/addressing concerns. (EVAAS, SEL)</p>		<p>Andrea Runyon</p>	<p>01/13/2024</p>
<p><i>Notes:</i></p> <ul style="list-style-type: none"> -Met with the SST on 1/3/23 to review the chronically absent student -Created next steps for following up on individual concerns -Created district required attendance plan 8/23 				
<p>9/20/23</p>	<p>Principal will meet annually with families to review curriculum, attendance, behavior, and parent handbook expectations. (FAM-S 3)</p>		<p>Andrea Runyon</p>	<p>12/20/2024</p>

Notes: