Comprehensive Progress Report

Mission:

Greensboro Academy, in cooperation with parents and community, will strive to challenge students to reach their highest potential in academic excellence and moral character; at the same time, our school will imbue in every student a deep sense of individual responsibility and an appreciation for the dignity of work.

Vision:

Our vision is to educate the whole child by embracing our core values as a way of life at Greensboro Academy.

Goals:

Blue behaviors will decrease by 105 incidents through high engagement and classroom management strategies. (A1.07 and A4.06)

The school's overall math performance on the EOG tests will increase in proficiency by 2%. A3.01 A3.05

Attrition under 3% A4.09

Chronic Absenteeism under 15% A4.09

Increase parent engagement by providing quarterly workshops as well as inviting parents into the building as volunteers and particpants in classroom activities. E1.05 E1.06 Top box score on VOP survey in the spring for question on open to parent feedback.

 Activity in the last 12 months

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Quarterly data is reviewed and analyzed with the deans and teachers to create small groups for workshop time to target specific standards. This quarterly data is also used to qualify students for intervention services or exit them from services if goals are met. Classroom data and BOY, MOY, and EOY data is also used for targeted instruction and placement. Based on EOG results, certain grade levels my be targeted for more support than others.	Limited Development 08/31/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is fully met, a 5% improvement on mastery of standards will be indicated by Check in quarterly data combined with the BOY NWEA data. Intervention students will decrease in numbers and demonstrate growth of 2-4% on their assessment data and will be out of the bottom quartile.	**Objective Met 05/06/25**	**Tara Chandler**	**06/06/2025**
Actions				
2/21/25	Interventionists and dean over intervention will be biweekly to review progress monitoring data and after each BOY, MOY,EOY assessment to make adjustments to services.	Complete 05/06/2025	Tara Chandler	06/05/2026
Notes:				
1/8/24	Adminstration and teachers track data and meet following quarterly assessments. Teachers will create small group instruction plans based on the data.	Complete 05/06/2025	Tara Chandler	06/06/2026
Notes:				
Implementation:		05/06/2025		
Evidence	5/6/2025 we have data spreadsheets and meeting notes			

					Assigned To	Target Date
Experience		5/6/2025 Our intervention dean and team continuously and consistently meet to review data and adjust plans and service times as needed.				
Sustainability		5/6/2025 We will continue to use the same processes in the future and add collaboration with our intervention specialist from NHA				
	A3.05	**The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:		NWEA tests are given to students in grades 3-5 at the beginning of the year and middle of the year. K-5 are assessed at mid year and EOY and grades 6-8 are assessed BOY. MCLass tests are given to students in grades K-3 at the beginning, middle, and end of the year.	Limited Development 08/29/2022			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:		All students will have at least 3 data points to demonstrate growth on standards.	**Objective Met 05/06/25**		**Amanda Yates**	**06/05/2026**
Actions						
	5/1/24	Data dives with teachers and deans to plan small group instruction	Complete 05/06/2025		Tara Chandler	06/05/2026
Notes:						
	9/3/24	PLC's will meet after each assessment and as needed depending on data schedules.	Complete 05/06/2025		Amanda Yates	06/05/2026
Notes:						
Implementation:			05/06/2025			
Evidence		5/6/2025 We have spreadsheets and meeting notes as well as lesson plans				
Experience		5/6/2025 all teachers administer the testing and have data meetings with their team and dean to form small groups				
Sustainability		5/6/2025 Continue the partnership and regular meetings to evaluate data as available				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			

	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**
Initial Assessment:			IMplementing new core behavior support system this school year. Also have established a behavior support team that meets monthly and presents to the staff as well as address staff concerns with groups or individual students.	Limited Development 08/29/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Behavior data on the my NHA site-entering both positive and corrective color changes Data collection from the behavior support team-who the met with, how often, how many students, etc. Voice of the parent survey results-specifically discipline question Students will be corrected and address in a positive, respectful manner as observed by other staff members and admin. Classes will reach multiple goals this year by demonstrating appropriate and respectful behaviors as indicated on our reward charts for each grade level or classroom. Implementation of the Energy Bus program and Braintracks		**Molly Scarbrough**	**06/11/2027**
Actions				**2 of 3 (67%)**		
	10/4/23		Behavior support team establishes and roles out process for student support and referrals.	Complete 11/01/2023	Kayla Finch	10/30/2023
	Notes:					
	10/4/23		Teachers are assigned workshops to Insights to Behavior website on classroom management, special populations, etc.	Complete 06/07/2024	Kim Barrow	06/07/2024
	Notes:		Workshops will be assigned on an as needed basis and resources will be shared monthly with staff			
	12/4/23		BST meets monthly to determine next steps for teachers in supporting students with behavior challenges by wing the data collected and implementing research based interventions.		Molly Scarbrough	06/05/2026

	Notes:				
Implementation:		09/26/2023			
Evidence	5/1/2023 Deans have 03 notes from all meetings with teachers. We also have an 03/grade level calendar.				
Experience	5/1/2023 Meaningful conversations at 03 meetings with teachers and efforts to establish plans for students where needed. Teachers are utilizing our behavior system as evidenced in the computer and have implemented rewards as well.				
Sustainability	5/1/2023 Continue to gather feedback from staff to make adjustments when needed and provide trainings and support through out the school year.				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student 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**
Initial Assessment:	Teachers will implement the core behavior support system with the support of the deans and the social worker. Teachers have established goals and rewards for their grade level/class. Most teachers conduct themselves in a respectful manner and develop relationships with their students- our vision is ALL teachers will embrace this philosophy. Teachers will utilize the referral system for social work services. Teachers will communicate with parents to partner with them in the success and well being of the students.	Limited Development 08/29/2022		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Utilizing social work documents, behavior system data, teacher surveys and meetings, all students will feel supported and have at least 1 caring adult to turn to in the building.	**Objective Met 05/06/25**	**Amanda Yates**	**06/06/2025**
Actions				
11/14/22	Slt meetings monthly	Complete 05/09/2025	Tara Chandler	05/30/2025
Notes:				
1/10/23	Teachers will meet with their dean for students of concern and then fill out a social worker referral form if deemed necessary. Teacher and dean will review any data that has been collected.	Complete 05/09/2025	Tara Chandler	06/06/2025
Notes:				
9/16/22	Behavior support team meetings monthly	Complete 05/09/2025	Tara Chandler	06/06/2025
Notes:	BST is meeting monthly and at times, meeting with staff or wings or teachers			
7/28/23	Through the utilization of our school behavior management system, other resources, and a behavior support team, our school will meet the goal set for this past school year.	Complete 05/09/2025	Amanda Yates	06/09/2025

			Notes:				
Implementation:				05/06/2025			
	Evidence		5/6/2025 Meeting notes, data reports				
	Experience		5/6/2025 We have scheduled meetings planned for the year and the data hubs are used to review.				
	Sustainability		5/6/2025 This will be ongoing each year				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
E1.05	**The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	When a family withdraws from our school they meet and share their reasons with the registrar. Very little conversation happens before the family withdraws. There is limited depth in the conversation that might enable us to keep the family enrolled.	Limited Development 08/03/2022		
	Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	All leaders and staff members value student enrollment and have implemented ongoing communication with families. Families are aware of the process and feel comfortable sharing concerns and other information with the school.		**Tara Chandler**	**06/05/2026**
Actions		0 of 3 (0%)		
8/3/22	Deans will meet with (or communicate by phone) families that are considering withdrawing or have expressed concerns/needs the school can address.		Tara Chandler	06/05/2026
Notes:	This is on an as needed basis.			
8/3/22	Teachers will share parent concerns as they are made aware of them to allow for the dean to meet with the parents.		Tara Chandler	06/05/2026
Notes:	As needed; may not be daily but teacher should reach out to the dean as soon as possible.			

8/3/22	Teachers will connect with the families multiple times through out the school year included but not limited to grade level nights, parent conferences, progress and report cards, etc. Teachers will have open communication with families at the start of the year that provides information regarding how to contact the teacher.		Tara Chandler	06/05/2026
Notes:	Periodically throughout the year which may be daily, to weekly, to monthly, to quarterly.			
Implementation:		07/28/2023		
Evidence	7/28/2023 Grade level nights and parent nights were scheduled in the fall and spring, teacher/parent conferences twice per year and as needed, report cards and progress reports sent quarterly.			
Experience	7/28/2023 Consistent and clear communication between families we have been able to address issues in a timely manner and head off possible conflict or disagreement.			
Sustainability	7/28/2023 Continue the efforts put in place this school year.			