

## 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 participants 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:		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>		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		
<i>How it will look when fully met:</i>		<p>Behavior data on the my NHA site-entering both positive and corrective color changes</p> <p>Data collection from the behavior support team-who the met with, how often, how many students, etc.</p> <p>Voice of the parent survey results-specifically discipline question</p> <p>Students will be corrected and address in a positive, respectful manner as observed by other staff members and admin.</p> <p>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.</p>		Tara Chandler	06/11/2027
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	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
<i>Notes:</i>					
	10/4/23	Teachers are assigned workshops to Insights to Behavior website on classroom management, special populations, etc.		Kim Barrow	06/07/2024
<i>Notes:</i>		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.		Kayla Finch	06/11/2025
<i>Notes:</i>					
<i>Implementation:</i>			09/26/2023		

<b>Evidence</b>	5/1/2023 Deans have 03 notes from all meetings with teachers. We also have an 03/grade level calendar.			
<b>Experience</b>	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.			
<b>Sustainability</b>	5/1/2023 Continue to gather feedback from staff to make adjustments when needed and provide trainings and support through out the school year.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>			
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	<b>A3.01</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		<p>Quarterly data is reviewed and analyzed with the deans and teachers to create small groups for workshop time to target specific standards.</p> <p>This quarterly data is also used to qualify students for intervention services or exit them from services if goals are met.</p> <p>Classroom data and BOY, MOY, and EOY data is also used for targeted instruction and placement.</p>	Limited Development 08/31/2022		
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<b>How it will look when fully met:</b>		<p>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.</p> <p>Intervention students will decrease in numbers and demonstrate growth of 2-4% on their assessment data and will be out of the bottom quartile.</p>		Tara Chandler	06/06/2025
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<b>Actions</b>			<b>0 of 1 (0%)</b>		
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	1/8/24	Adminstration and teachers track data and meet following quarterly assessments. Teachers will create small group instruction plans based on the data.		Kayla Finch	06/07/2024
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<i>Notes:</i>					
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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
<i>Initial Assessment:</i>		NWEA tests are given to students in grades K-5 at the BOY, MOY, and EOY.	Limited Development 08/29/2022		
<i>How it will look when fully met:</i>		All students will have 3 different data points to demonstrate growth on standards.		Melissa Gleiser	06/07/2024
<i>Actions</i>					
<i>Notes:</i>					

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

**Effective Practice:** Student support services

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>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.</p> <p>Most teachers conduct themselves in a respectful manner and develop relationships with their students- our vision is ALL teachers will embrace this philosophy.</p> <p>Teachers will utilize the referral system for social work services.</p> <p>Teachers will communicate with parents to partner with them in the success and well being of the students.</p>		Limited Development 08/29/2022		
<i>How it will look when fully met:</i>		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.			Tara Chandler	06/06/2025
<i>Actions</i>				<b>0 of 4 (0%)</b>		
	11/14/22	Slt meetings monthly			Tara Chandler	05/30/2025
<i>Notes:</i>						

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.		Tara Chandler	06/06/2025	
<i>Notes:</i>					
9/16/22	Behavior support team meetings monthly		Tara Chandler	06/06/2025	
<i>Notes:</i> 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.		Tara Chandler	06/09/2025	
<i>Notes:</i>					
	<b>A4.09</b>	<b>The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The data hub is checked regularly and communication with parents of students who are chronically absent is ongoing.  Attrition communications happen monthly to ensure the school is aware of any issues and can address concerns/questions in a timely manner with the goal of keeping students at our school.	Limited Development 08/29/2022		
<i>How it will look when fully met:</i>		Data hub will indicate a consistent decline in attrition and chronic absenteeism.		<b>Amanda Yates</b>	<b>06/11/2027</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
12/4/23	Monthly communication with parents and monthly data hub check and review by the admin team		AJ Lowman	06/11/2025	
<i>Notes:</i>					

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>		Data is analyzed through the lens of school improvement but need to improve our offerings and decisions about PD provided to the staff.  Staff is given the option and budget to attend PD opportunities on their own.  We need to refine our focus to individual teachers or smaller groups of teachers to offer more PD options.	Limited Development 08/31/2022		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		An increase in staff attendance of PD's based on individual needs and evaluation ratings. We will also survey the staff to solicit feedback on course offerings and support in their professional growth.	<b>Objective Met 05/01/23</b>	<b>Tara Chandler</b>	<b>06/09/2023</b>
<b>Actions</b>					
	9/16/22	Weekly data meetings with the admin team	Complete 09/09/2022	Tara Chandler	09/09/2022
	<i>Notes:</i>				
	9/16/22	Data dives with teachers	Complete 12/02/2022	Tara Chandler	10/28/2022
	<i>Notes:</i>				
	11/14/22	Data Dives three times a year	Complete 05/12/2023	Tara Chandler	05/26/2023
	<i>Notes:</i>				
<i>Implementation:</i>			05/01/2023		
	<i>Evidence</i>	5/1/2023 Each dean met with grade levels/teachers after each NCCI. Data reports were printed and reviewed.			

<b>Experience</b>	5/1/2023 Data dive meetings have been regularly scheduled throughout the school year in an effort to better understand our standardized testing data. We formed our workshop groups from this data and teachers were able to reassess and/or reteach when needed. This aided the admin team in being on top of the data and allowed for weekly/biweekly check ins with the teachers.			
<b>Sustainability</b>	5/1/2023 We will continue to hard schedule these meetings and prioritize the use of data with the admin and the teachers			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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	<b>E1.05</b>	<b>The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	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		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
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<b>How it will look when fully met:</b>	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.		<b>Tara Chandler</b>	<b>06/06/2025</b>
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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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	06/06/2025
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<b>Notes:</b>	This is on an as needed basis.			
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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	06/06/2025
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*Notes:* Periodically throughout the year which may be daily, to weekly, to monthly, to quarterly.

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

06/09/2025

*Notes:* As needed; may not be daily but teacher should reach out to the dean as soon as possible.

**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.



	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
<b>Initial Assessment:</b>		Increase in our parental partnership through the use of grade level information nights and parent learning events. PLE's are new to our school this year in the respect that parents are able to meet with their children's teachers directly and are provided with tools and strategies to assist and support their child at home.		Limited Development 08/29/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Parents will have the tools and strategies needed to support the learning at home. We will gather feedback via surveys and increase attendance with each event.  Quarterly workshops will be offered to parents on various topics and resources for parents to use at home will be shared.			Kayla Finch	06/06/2025
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/16/22		Parent Event Nights and informational Nights			Kayla Finch	06/06/2025
<i>Notes:</i>						
<b>Implementation:</b>				03/20/2023		
<b>Evidence</b>		3/20/2023 I have the agendas, sign in sheets, surveys, presentations and handouts available				
<b>Experience</b>		3/20/2023 We need to plan ahead and share with parents multiple times to get enough participation and response. It worked well to incorporate family fun and food in our spring meeting				
<b>Sustainability</b>		3/20/2023 We will need to schedule these meetings ahead of time, be sure the objectives are clear and provide valuable materials to our parents, including the students in an activity is essential.				