

## 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:**

By increasing communication opportunities with families and building relationships with our students, Greensboro Academy will reduce Student Attrition from 4.3% to 3% by the conclusion of the 2022-2023 school year. (E1.05)

By the conclusion of the school year, 85% of our staff will respond respectfully, consistently, and positively to student behaviors.

Student chronic absenteeism will decrease by 5%.

The school's overall math performance on the EOG tests will increase in proficiency by 5%.



! = 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>	<b>Objective Met 05/01/23</b>	<b>Becky Schramm</b>	<b>06/09/2023</b>
<b>Actions</b>					
	9/16/22	03 meetings with teachers and biweekly observations	Complete 09/16/2022	Becky Schramm	09/16/2022
<i>Notes:</i>					
	11/14/22	continue 03 meetings based on need as observed in the classroom and dialogue in meetings.	Complete 05/12/2023	Becky Schramm	05/26/2023
<i>Notes:</i>					
<b>Implementation:</b>			05/01/2023		
<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>Curriculum and instructional alignment</b>
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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>		NHA provided lesson plans, standards alignment documents, year long and unit plans, common assessments	Full Implementation 08/29/2022		

<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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	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

<b>Initial Assessment:</b>			<p>Use of common assessments, NWEA assessments, check ins, MClass, and classroom data to form groups within the classroom for workshop time.</p> <p>Intervention services use beginning, middle and end of year data to assess student progress and needs for additional services outside of the classroom.</p> <p>Data days: teams meet with their dean to review their data and make plans for moving forward identifying with whole group, small group, and individual instructional needs.</p>	Full Implementation 08/31/2022		
	<b>A3.05</b>	<b>The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>			<p>NWEA and check in test results will be utilized by the deans and teachers to form whole group, small group, and individualized instruction lesson plans.</p> <p>All teachers implement a workshop model in their classroom.</p>	Full Implementation 08/29/2022		
<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>By providing EC services, intervention services, leveled workshop within the class, as well as homogenous classes in middle school. We offer high school level courses for our most advanced students.</p>	Full Implementation 08/31/2022		

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
<b>Initial Assessment:</b>		<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		
<b>How it will look when fully met:</b>		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.		Martha Iott	06/09/2023
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	9/16/22	Behavior support team meetings monthly	Complete 09/27/2022	Martha Iott	09/27/2022
	<i>Notes:</i> BST is meeting monthly and at times, meeting with staff or wings or teachers				
	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	10/28/2022
	<i>Notes:</i>				
	11/14/22	SIt meetings monthly		Martha Iott	05/26/2023
	<i>Notes:</i>				
KEY	A4.09	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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>Use of the data hub regularly at dean and admin meetings.</p> <p>Communication with the front office staff as well as families.</p>	Full Implementation 08/29/2022		

	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>			<p>Kindergarten boot camp for our incoming students</p> <p>Summer bridge books to continue the learning and prepare students for the upcoming grade level</p> <p>Teachers create student portfolios that are shared with the next grade level instructors</p> <p>Vertical planning: where did we come from, where are we going? What do teachers need to do to prepare kids for the next grade level.</p> <p>Middle School:</p> <ul style="list-style-type: none"> <li>-Student transition day from 5th to 6th grade</li> <li>-High school tours for rising 9th grade students</li> <li>-8th grade team shares a PPT to prepare for high school- includes grading, course work, technology, etc.</li> <li>-Digital tools that create individual learning plans so students can progress at their own pace and at their own level.</li> </ul>	Full Implementation 08/31/2022		

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have an established SIT team, behavior support team, and NHA support team for support.	Full Implementation 08/29/2022		
	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

<b>Initial Assessment:</b>	<p>We have a school improvement team that meets monthly comprised of a team of teachers that represent each wing and area of the building.</p> <p>The admin team meets weekly to plan and evaluate all school data and plan action steps to share with staff along with partnering with the SIT team to make adjustments and improvements.</p> <p>We analyze data through the mynha data hub.</p>	Full Implementation 08/31/2022		
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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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
<b>Initial Assessment:</b>		<p>See master schedule and duty/meeting schedules.</p> <p>Teachers at each grade level and the specials teachers all have a common planning time to meet along with a biweekly meeting with their administrator</p>	Full Implementation 08/29/2022		

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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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
<b>Initial Assessment:</b>		<p>Administrative structure allows for each wing of the building to have timely and effective feedback and observations to monitor instruction. The admin team conducts team observations and meet to reflect on practices in the classrooms.</p> <p>Admin team meets weekly as a dean team, entire admin team, and individual dean meetings with the principal.</p>	Full Implementation 08/31/2022		
	<b>B3.05</b>	<b>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Our school is a K-8 school and we do not have students at risk for dropping out. We do monitor behavior, attendance, and academic data for all students. Any needs are addressed by the admin team, teachers, and social worker if needed.	Full Implementation 08/31/2022		
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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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
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<b>Initial Assessment:</b>	<p>Data is analyzed through the lens of school improvement but need to improve our offerings and decisions about PD provided to the staff.</p> <p>Staff is given the option and budget to attend PD opportunities on their own.</p> <p>We need to refine our focus to individual teachers or smaller groups of teachers to offer more PD options.</p>	Limited Development 08/31/2022		
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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>	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>
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<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



Notes:

<b>Implementation:</b>		05/01/2023		
<b>Evidence</b>	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 C - Professional Capacity</b>				
<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Talent Acquisition Team at NHA accepts applications and recruit teachers to fill vacancies.</p> <p>At the school level, we work to retain our teachers by providing a positive and supportive work environment and generally receive referrals from our staff if we have a vacant teaching position.</p> <p>Overall, on average, we retain 90% of our employees.</p>	Full Implementation 08/31/2022		
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<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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<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>06/09/2023</b>
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<b>Actions</b>				<b>2 of 3 (67%)</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.		Complete 12/16/2022	Tara Chandler	06/09/2023
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<i>Notes:</i>	This is on an as needed basis.					
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	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.		Complete 01/06/2023	Tara Chandler	06/09/2023
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<i>Notes:</i>	As needed; may not be daily but teacher should reach out to the dean as soon as possible.					
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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	06/09/2023	
		<i>Notes:</i> Periodically throughout the year which may be daily, to weekly, to monthly, to quarterly.				
	<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.  There is the possibility of more than one learning event this school year.	<b>Objective Met 03/20/23</b>	<b>Kayla Finch</b>	<b>06/09/2023</b>	
<b>Actions</b>						
	9/16/22	Parent Event Nights and informational Nights	Complete 03/16/2023	Kayla Finch	06/30/2023	

Notes: Parent Night in September and in March have been completed

<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.			