Comprehensive Progress Report

Mission:

It is the mission of the faculty, staff, and administration at Christine Joyner Greene Education Center to prepare students to transition from school to work and community with dignity, humanity, and purpose.

Vision:

We believe that every student is able, valuable, and responsible and can develop the capability to live a full, meaningful life while making unique contributions to society and mankind.

Goals:

Discipline Goal: By June 2025, CJ Greene will implement use of Educator's Handbook to garner baseline data for minor and major incidents.

Culture and Climate Goal: By 2025 Teacher Working Condition Survey, CJ Greene will increase Time component Q2.1 B on the 2022 North Carolina Teacher Working Conditions Survey for teacher collaboration with colleagues from orange (39.13%) to green (greater than or equal 70%).

School Performance Goal: By June 2025, CJ Greene will increase attendance data from 85.5 (2022-23) to 90 (2024-2025) as measured by GCS Alternative Accountability Model.

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| ! = Past Due Objectives | KEY = Key Indicator |

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
B1.06	**Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Learning goals are set for the school by the leadership team but not by using student learning data. The ILT team will meeting monthly to discuss FAM-S the driving force behind setting the school-wide goal for this school year. According to the 2022 Teacher's Working Survey 47.83% of the teachers agreed that data is used to improve student learning. Student data will be analysis through the use of the ULS and Polaris programs.	Limited Development 09/08/2022		
How it will look when fully met:	Leadership teams and teacher-teams will quarterly conduct analyses to determine how data sources are used to include implementation and the outcome and discuss and reflect during monthly held meetings.

See Research Based Strategies uploaded in the folder. | | **Megan Taylor** | **06/30/2025** |
Actions		0 of 4 (0%)		
	9/8/22 School-wide PDP Goals		Candace Hudson	06/30/2025
	Notes: The school-wide PDP goal has been updated.			
	10/16/23 Team Meetings: School Improvement Team, Transition Team Surveys, Instructional Leadership Team, Vocational Team		Candace Hudson	06/30/2025
	Notes: This action step is to exit TSI and CSI status.			
	10/16/23 Walk through Observations (TEACCH)		Raquel Robinson	06/30/2025
	Notes: This action step is to exit TSI and SCI status.			
	10/16/23 School-Wide PDP Spreadsheet Data Review		Candace Hudson	06/30/2025
	Notes: This action step is to monitor progress for CSI and TSI status.			

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
Initial Assessment:		The school has established a team structure among teachers with daily specific duties and daily time for instructional planning. According to the 2022 teacher's working conditions survey, 56.52% of the teachers agreed they have less than or equal to one hour of collaborative planning and 39.13% of the teachers agreed they are have less than or equal to one hour of supervisory duties. The collaborative planning has been implemented into the 2022-2023 school's master schedule. Also collaborative teacher teams have been established to allow collaboration with discussion and problem solving.	Limited Development 09/08/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The 2022-2023 master schedule will provide adequate time for teacher collaboration and common planning to improve and to support the teachers in acquiring the skills and information needed to use TEACCH and ULS daily. See Research Based Strategies uploaded in the folder.	**Objective Met 06/07/24**	**Candace Hudson**	**06/30/2024**
Actions					
	9/8/22	Schedules: Master Schedule, Classroom Schedule, Teacher-Team Staff Schedule	Complete 06/07/2024	Candace Hudson	06/30/2024
	Notes:	This action step is on-going and will be revised each year. Previous years the master schedule has been completed by leadership. Classroom schedules are submitted to administration. AY2023-24, staff was asked to submit teacher-team staff schedules as well.			
	10/16/23	Lesson Planning Template	Complete 06/07/2024	Candace Hudson	06/30/2024
	Notes:	Summer 2023, ILT members created a lesson plan format to be used by teachers for instruction.			
Implementation:			06/07/2024		
	Evidence	6/7/2024 6/7/2024- master schedule, lesson plan template			

Experience	6/7/2024 6/7/2024-master schedule was created to allow for planning time while students went to specials			
Sustainability	6/7/2024 adding additional to specials would allow for longer planning periods, having lesson plans uploaded, curriculum facititator checking lesson plans			

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1B: Monitor short-and long-term goals			
B2.02	**The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Weekly and monthly professional development and coaching are provided for teachers and for the teacher's assistance to support skills and to acquire the skills needed to begin using TEACCH and ULS programs. The leadership team shares in decisions of real substance pertaining to curriculum and instruction. Additionally, six faculty collaboratively facilitated Evidence Based Practices (EBT) for joint school-wide professional development with feeder school, Herbin-Metz Education Center. Tasks-analysis was an EBP. The collaboratively facilitated EBP with feeder school, Herbin-Metz will take place on teacher workdays in August and October of this year. Teachers are asked to share the class schedules with the principal no later than September 23, 2022.	Limited Development 09/08/2022		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	The Leadership Team will share in decisions of real substance pertaining to curriculum, instruction, and professional development twice monthly. The Leadership Team decisions, data, and/or proposals are shared during the monthly staff meetings. See Research Based Strategies uploaded in the folder.	**Objective Met 06/07/24**	**Alex Boykin**	**06/30/2024**
Actions				
9/8/22	AFIRM modules EBP Rotation Stations collaboratively with feeder school (Herbin-Metz) Curriculum and Instruction TEACCH	Complete 08/24/2022	Alex Boykin	06/30/2024

	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. Ms. Carter used AFIRM modules as content for PLCs. Based on feedback and large number of new staff, teacher-teams are attending PLCs together to focus on data collection, data notebooks, and IEP goals and objectives.			
	9/26/22	Teacher's Class Schedule	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner-Greene's removal from CSI and TSI status. Teacher's class schedule will need to follow the criteria for TEACCH.			
	9/26/22	ULS [ULS Benchmark (quarterly) ULS Checkpoints ULS Unit pre-tests and Unit post-tests]	Complete 06/07/2024	Alex Boykin, Kim Dempsey	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
	9/26/22	Student Delivery of Instruction (SDI)	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
	9/26/22	Professional Learning Committee (PLC)	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner-Greene's removal from CSI and TSI status. This action step has been revised and is on-going. See artifact for PLC schedule.			
	9/26/22	Student work task boxes	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	Paraprofessionals will attend a Paraprofessional Work Task Boxes PLC to create work task boxes to take back to their classrooms that promote student independent skills and differentiated instruction.			
Implementation:			06/07/2024		
Evidence	6/7/2024 6/7/2024- PLC sign in sheets, ULS student profiles, SDI logs				
Experience	6/7/2024 6/7/2024-in the beginning of the year and teaching staff about SDI logs, task boxes				
Sustainability	6/7/2024 6/7/2024- monitor SDI logs, task box exchange to allow staff to see other examples, monitor ULS, adjusted PLC schedule, continue to separate TA from teacher PLC's				

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:		According to the 2022 Teacher's Working Survey, 30.43% of the teachers agreed their performance is assessed objectively, receive feedback that can help them improve their teaching , and that their evaluations are consistent. The principal currently monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. The principal has asked each teacher to provide their classroom schedule as well to aid in monitoring instruction and curriculum in the classroom.	Limited Development 09/08/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The principal will consistently conduct formal and informal observations, provide feedback, constructive improvement suggestions one on one with teaching staff. The periodic observations will be based on the teacher's class standard. See Research Based Strategies uploaded in the folder.	**Objective Met 06/07/24**	**Candace Hudson**	**06/30/2024**
Actions					
	9/8/22	NCEES Evaluations	Complete 06/07/2024	Candace Hudson	06/30/2024
	Notes:	This action step is to support Christine Joyner-Greene's removal from CSI and TSI status. This action step is on-going.			
Implementation:			06/07/2024		
Evidence		6/7/2024 6/7/2024- NCEES observations			
Experience		6/7/2024 6/7/2024- completing assessments for staff when principal started on Jan. 2			
Sustainability		6/7/2024 6/7/2024- continue to visit classrooms			

	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
Initial Assessment:			For AY 2021-22 the SIT and ILT have not designated funds for professional development. However, leadership teams are working through PLCs and innovative strategies to create opportunities to support school improvement indicators.	Limited Development 10/31/2021		
How it will look when fully met:			Under full implementation, the SIT and ILT along with Transitional (est. AY2021-22) and Vocational (est. AY2023-24) teams will work collaboratively to allocate funds aligned with the School Improvement Plan Indicators and Action Steps as well as the needs determined by comprehensive needs assessments (APERS (2022-23), annual FAM-S, CSI and ATSI Self-Assessment (AY2023-24), etc.). See Research Based Strategies uploaded in the folder.		**Raquel Robinson**	**06/30/2025**
Actions				0 of 13 (0%)		
		10/18/24	CSI funds will be used to purchase furniture and equipment to improve our CTE classrooms and lab to generalize skills across settings.		Constance Turrentine	06/30/2025
		Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
		10/18/24	Title I funds will be used to purchase parent food. Food will be provided for our parents at our various parent events (parent field trips, parent information sessions) which will be held each semester.		Judy Lawrence	06/30/2025
		Notes:				
		10/27/23	Establish a Vocational Team (CTE Department, Vocational Lab Staff, Curriculum Facilitator, other relevant staff)		Constance Turrentine	06/30/2025

	Notes: Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.				
10/27/23	Maintain accountability system to progress monitor in class, on-site and CBTP			Constance Turrentine	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/27/23	Establish Grade 6/9 - Age 22 Comprehensive Vocational Process and Procedures to align secondary/transitional IEP goals and support CBTP: Gather baseline data, develop criterion, create vocational student profiles for each student, create an assessment process, establish process/plan to determine and then implement each student's pathway, align Secondary/Transitional IEP goals accordingly for each student. (This is a 1-2 year process starting AY2023-24)		Constance Turrentine	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02.				
10/27/23	Purchase formal assessments (vocational, instructional, transitional, etc.)			Judy Lawrence	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.				
10/28/23	Team Planning (SIT, ILT, Transitional and Vocational teams)			Judy Lawrence	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.				
10/28/23	Sensory Audit and Staff Training			Judy Lawrence	06/30/2025

Notes: Within the 2023-24 school year, our school identified the following resource inequities:
1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1],
2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12]
3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49]

As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to:
1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures.
2) purchasing instructional supplies, formal assessment tools
3) allocating funds for training, PD, aligned with Comprehensive Needs Assessments

See Action Steps and Notes for A4.10 to support D1.02.

10/28/23	Purchase Sensory Room and Sensory Materials		Judy Lawrence	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) purchasing instructional supplies, formal assessment tools 2024-2025- 6 out of 15 teachers are beginning teachers with 3 or less years of teaching experience An inequity that still exists is "our school partners with families to meet student performance goals." Our teachers meet with parents during IEP meetings, but we would like for parents to come to the school for Parent-Teacher conferences outside of annual IEP meetings. Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] continues to be an inequity at our school. As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: purchasing instructional supplies, formal assessment tools and sensory supplies See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.		
10/28/23	Professional Development Days/Sessions (Beginning Teacher/New to CJ Greene/Lateral Entry Teacher) - Compensation and/or Substitute	Judy Lawrence	06/30/2025

Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/31/21	School Improvement and Instructional Leadership teams will meet monthly to review SIP action steps monthly to align resources with indicators.		Judy Lawrence	06/30/2026

	Notes:	Within the 2023-24 school year, our school identified the following resource inequities: 1) inadequate funding to meet the needs of our school [Dimension (D) 1; Support Descriptor (SD) 1], 2) Nine of 14 teaching positions are BT3 or less; one teacher vacancy remains out of 15 classroom teaching positions [D2; SD12] 3) Student-to-staff ratio is inadequate for OT and SLP programming and quality services [D4; SD49] As a result, our school plans to mitigate this inequity by utilizing the allotted CSI funds to: 1) hire/contract services for respective personnel to establish sustainable systems, routines, protocols, processes and infrastructures. 2) create new teams (Vocational est AY2023024) and leverage leadership talent of existing teams (ILT, SIT, Transitional Team) by providing compensation for Summer/Weekend planning/working sessions. 3) purchasing instructional supplies, formal assessment tools 4) allocating funds for training, PD, aligned with Comprehensive Needs Assessments See Action Steps and Notes for A4.10 to support D1.02. This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
	10/18/24	Title I funds will be used to pay for substitutes so teachers can attend professional development due to student population and needs.		Judy Lawrence	06/30/2026
	Notes:				
	10/18/24	Title I funds will be used to purchase supplies and materials. The materials will align with our goal to improve our sensory needs for our students.		Constance Turrentine	06/30/2026
	Notes:				

Core Function:	Domain 2: Talent Development		
Effective Practice:	**Practice 2B: Target professional learning opportunities**		
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

Initial Assessment:	The school currently does not regularly look at school performance data and classroom observation data to make decisions about school improvement and professional development needs. According to the 2022 Teacher's Working Survey, 30.43% of the professional developments are data-driven with only 21.74% follow-up provided from the professional developments. Additionally, six faculty collaboratively facilitated Evidence-Based Practices (EBT) for joint school-wide professional development with the feeder school, Herbin-Metz Education Center. Tasks-analysis was an EBP. Faculty also attended Polaris training summer of 2022. Paraprofessionals are required to attend Professional Learning Communities (PLCs) twice monthly. Autism-Focused Intervention and Resources Modules (AFIRM) will be the curriculum and includes modules on data/progress monitoring. Further, the school is participating in Autism Program Environment Rating Scale (APERS) which also has an assessment component. All professional development was tailored to meet the unique needs of our student population in order to attend to the instructional and behavioral needs of our students and effectively and efficiently monitor progress. Finally, teacher-teams are expected to meet weekly with documented minutes/Team Goal sheets. Over the past two years, this has not happened with school-wide fidelity. Teacher-team meetings are intended to support and reflect upon ongoing informal instruction and behavioral student progress. Over the past two years, this has not happened with school-wide fidelity.	Limited Development 09/08/2022		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Progress monitoring and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports. See Research Based Strategies uploaded in the folder.	**Objective Met 06/07/24**	**Megan Taylor**	**06/30/2024**
Actions				
9/8/22	ILT Meetings	Complete 06/07/2024	Alex Boykin	06/30/2024

	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/26/22	Student Data Notebooks		Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/26/22	Progress Reports		Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:				
10/16/23	Teacher Team Meetings		Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/16/23	Collaborative Meetings		Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/16/23	SIT		Complete 06/07/2024	Megan Taylor	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
Implementation:			06/07/2024		
Evidence	6/7/2024 6/7/2024- meeting minutes, progress reports, data notebooks, meeting agendas				
Experience	6/7/2024 6/7/2024- teacher support has been modified at various times as needs have changed throughout the school year				
Sustainability	6/7/2024 6/7/2024-continue to meet regularly with all teams (compliance, ILT, SIT, PLC leads, transition team) to continue to support areas of need				

		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
Initial Assessment:			According to NC TWCS for CJ Greene, faculty time to collaborate with colleagues was an area of concern. In 2018, 54.55% agree time was available for collaboration. In 2020 and 2022, 30% and 39.13% agreed respectively. For sufficient non-instructional time for planning, the following was indicated for agreement: 45.45% (2018), 20% (2020), 34.78% (2022). CJ Greene will have a master schedule provided that will outline adequate time to engage in collaborative, data-based problem solving and decision-making for their students. Paraprofessionals (twice monthly) and teachers (once monthly) are required to attend Professional Learning Communities (PLCs) to provide adequate time for collaboration and active learning while using the Autism Focused Intervention and Resources Modules (AFIRM) as the focused curriculum. Finally, teacher-teams are expected to meet weekly with documented minutes/Team Goal sheets. Teacher-team meetings are intended to support and reflect upon on-going informal instruction and behavioral student progress. The past two years, this has not happened with school-wide fidelity.	Limited Development 09/08/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			The master schedule will provide adequate time for common planning, teacher collaboration, and specials weekly. See Research Based Strategies uploaded in the folder.	**Objective Met 06/07/24**	**Kimberely Dempsey**	**06/30/2024**
Actions						
	9/8/22		PLC	Complete 06/07/2024	Alex Boykin	06/23/2024
	Notes:		This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. This action step has been revised/restructured. See PLC schedule.			
	10/16/23		Teacher-Team Meetings	Complete 06/07/2024	Kimberely Dempsey	06/30/2024
	Notes:		This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			

10/16/23	Master Schedule	Complete 06/07/2024	Candace Hudson	06/30/2024
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. The ILT completed the Master Schedule during the summer for AY2023-2024.			
Implementation:		06/07/2024		
Evidence	6/7/2024 6/7/2024- PLC schedule, sign in sheets, agendas, master schedule			
Experience	6/7/2024 6/7/2024- leadership team created a schedule that would allow adequate time for teachers to meet with their peers			
Sustainability	6/7/2024 6/7/2024- attend the various meetings			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Data notebooks and progress monitoring have been a practice for Christine Joyner Greene Education Center. Transitional assessments have also been utilized to support post-secondary and transitional goals. The last two years at CJ Greene nine of our 14 classroom teachers are either beginning teachers (BT), new to CJ Greene, or new to Adapted Curriculum. The five veteran teachers are most consistent with maintaining data notebooks and progress monitoring, yet there are still inconsistencies that exist among the veteran faculty and staff. In addition, previously established systems of accountability were not consistent with the transition from previous administration to current administration. Instructional Leadership Team (ILT) has not, for the last two years, but effective AY2022-2023 will implement measures of accountability. District expectation have also changed in that Universal Learning Systems (ULS) and Polaris are noted requirements to assist with data collection and progress monitoring. Additionally, during the summer of 2022, 13 faculty and principal attended TEACCH training which is designed for individuals who work specifically with individuals with autism. Day 3 of TEACCH training focused on assessments. Additionally, six faculty collaboratively facilitated Evidence Based Practices (EBT) for joint school-wide professional development with feeder school, Herbin-Metz Education Center. Tasks-analysis was an EBP. Faculty also attended Polaris training summer of 2022.	Limited Development 09/07/2022		

	Paraprofessional are required to attend Professional Learning Communities (PLCs) twice monthly. Autism Focused Intervention and Resources Modules (AFIRM) will be the curriculum and includes modules on data/progress monitoring. Further, the school is participating in Autism Program Environment Rating Scale (APERS) which also has an assessment component. All professional development was tailored to meet the unique needs of our student population in order to attend to the instructional and behavioral needs of our students and effectively and efficiently monitor progress. Finally, teacher-teams are expected to meet weekly with documented minutes/Team Goal sheets. The past two years, this has not happened with school-wide fidelity. Teacher-team meetings are intended to support and reflect upon on-going informal instruction and behavioral student progress. The past two years, this has not happened with school-wide fidelity. Since the 23-24 school year, CJ Greene has 6 teachers who are beginning teachers with less than 3 years of teaching experience. The school has a new curriculum facilitator who has been providing support to these teachers and has had professional development with our staff on the effective use of Polaris for gathering data for their students. A process for teacher team meetings has also been developed and is being used by the teacher teams when they are meeting.			
How it will look when fully met:	When fully implemented, each student will have a data notebook with all components included. Teacher-teams will have consistent documented weekly meetings with completed Team Goal sheet. ILT will have documented checklist (monthly, quarterly, etc.) for each teacher-team. Progress reports will accurately reflect student progress quarterly. Evidence of Polaris will be reflected in student's IEP goals. See Research Based Strategies uploaded in the folder.		**Raquel Robinson**	**06/30/2026**
Actions		**4 of 6 (67%)**		
9/8/22	Student Data Notebooks	Complete 06/07/2024	Alex Boykin	06/30/2024
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. Strategy: Accessing Student Data			
9/25/22	Progress Reports	Complete 06/07/2024	Alex Boykin	06/30/2024

Notes:				
9/25/22	TEACCH Strategies (assessments, schedules, work systems, physical organization, flexibility and generalization, behavior/problem solving approach, etc.)	Complete 06/07/2024	Alex Boykin	06/30/2024
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/25/22	ULS Progress Monitoring (Benchmarks, Unit pre-test, and Unit post-test)	Complete 06/07/2024	Raquel Robinson	06/30/2025
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/27/24	Teacher teams meet and upload minutes from meeting		Raquel Robinson	06/30/2026
Notes:	Minutes upload to Teams This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/25/22	Polaris assessment checks		Raquel Robinson	06/30/2026
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			

	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:		According to NC TWCS for CJ Greene, faculty time to collaborate with colleagues was an area of concern. In 2018, 54.55% agree time was available for collaboration. In 2020 and 2022, 30% and 39.13% agreed respectively. For sufficient non-instructional time for planning, the following was indicated for agreement: 45.45% (2018), 20% (2020), 34.78% (2022). In previous years, CJ Greene had a master schedule. However, the master schedule did not reflect teacher planning, collaborative planning or program (CTE and media) planning times. For AY2022-2023, the master schedule reflects planning times for specialists, teachers and CTE. The process has been started for media program planning. Additionally, there were times when the teacher-teams did not follow the master schedule as outlined.	Limited Development 09/08/2022		
How it will look when fully met:		When fully implemented, teacher teams will adhere to the master schedule with fidelity. For CTE's workplace readiness, more students will participate in Community Based Program Training with off-site experiences and exposure. The number of students participating in in-class and on-site jobs will increase and more students will attend Project Search. Teachers will plan collaboratively weekly. Students will actively engage in accessing, reading, and checking out books as well as actively engage in media instruction. Lesson plans will reflect individualized needs of students regarding schedules, work systems, and other TEACCH and EBP strategies. The master schedule will provide opportunities for collaboration and decision-making among teachers, SLP, and OT, while providing common teacher planning during specials, vocational lab, and CTE. With full implementation, the master schedule will outline adequate time for teachers to engage in collaborative, data-based problem solving and decision-making for their students. See Research Based Strategies uploaded in the folder.		Candace Hudson	06/30/2026
Actions			**8 of 9 (89%)**		
	9/26/22	Master Schedule	Complete 01/31/2023	Folice Bailey	01/31/2023

	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. The ILT completed the Master Schedule during the summer for the AY2023-2024. Strategy: Scheduling and Equity			
9/25/22		Collaborative Conversation (20-minutes)	Complete 05/25/2023	Candace Hudson	06/30/2023
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. This year the Collaborative Conversations has changed. Due the number of new staff, the PLCs are working sessions to better use time and support teachers.			
9/25/22		AFIRM Modules	Complete 06/30/2023	Alex Boykin	06/30/2023
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. Ms. Carter used AFIRM modules as content for PLCs. Based on feedback and large number of new staff, teacher-teams are attending PLCS together to focus on data collection, data notebooks, and IEP goals and objectives.			
9/25/22		Data Notebooks	Complete 06/07/2024	Kimberely Dempsey	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/25/22		ULS Benchmark (quarterly)	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/8/22		NCEES Observations/Evaluations	Complete 06/07/2024	Candace Hudson, Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/16/23		ULS Checkpoints	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/16/23		ULS Unit pre-tests and Unit post-tests	Complete 06/07/2024	Alex Boykin	06/30/2024

	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/27/24	Teacher Team Meetings		Raquel Robinson	06/30/2026
	Notes:	Minutes upload to Teams This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			

	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, teachers have independent instructional time with students to address IEP goals. This time is logged in the Service Delivery Instructional (SDI) logs. Whereas all teachers have SDI logs, there is inconsistency regarding completion in a timely manner. Further, each student has a data notebook. There has been inconsistency with maintaining its content with fidelity school wide. The Instructional Leadership Team meets twice monthly. In previous years, accountability measures were implemented. The last two years, systems for accountability and monitoring have not occurred. For AY2022-23, structures for accountability and monitoring are being reestablished. For AY 2023-2024, a spreadsheet which calculates/documents the number of meetings per teacher-team has been created for monitoring and accountability.	Limited Development 09/08/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When fully implemented, teacher teams will track and maintain records of students' learning data weekly to monitor student growth/progress and to determine if the outcomes are met. The gathered data will allow effective problem-solving and strengthen the core instruction. Service Delivery Instruction logs will be maintained weekly. The data notebook will have documentations of Weekly PLC Team Meetings.

See Research Based Strategies uploaded in the folder. | **Objective Met 06/07/24** | **Alex Boykin** | **06/30/2024** |
Actions					
	9/8/22	Data Notebooks	Complete 06/07/2024	Alex Boykin, Rebecca York	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
	9/26/22	Service Delivery Instructional Logs	Complete 06/07/2024	Alex Boykin	06/30/2024
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			

	9/26/22	Progress Reports and Progress Monitoring (ULS, Benchmarks, Unit-pretest, and Unit post-test)	Complete 06/07/2024	Alex Boykin	06/30/2024
Notes:					
	9/26/22	ILT Meetings (Agendas and Minutes)	Complete 06/07/2024	Kimberly Dempsey	06/30/2024
Notes:		This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
Implementation:			06/07/2024		
Evidence		6/7/2024 6/7/2024- data notebook checklist, ILT minutes, ULS teacher printouts			
Experience		6/7/2024 6/7/2024- data notebooks required several follow up conversations for completion, service delivery logs are uploaded, due to the number of new teachers this area needed constant follow up and coaching, the ILT team met regularly			
Sustainability		6/7/2024 continued follow up with teachers regarding ULS usage, data collection and progress monitoring through our small group PLC's			

	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:		The following data sources are currently used: ULS (extended content standards), progress reports (IEPs), and various data sheets. Prior to AY2022-22023, aspects of ULS were optional and therefore inconsistencies existed. AY2022-2023, district non-negotiable is for the following ULS components: quarterly benchmarks, unit pre- and post- tests). AY2022-2023, data sources were not used properly to monitor for accuracy or consistency. Summer of 2022, faculty and staff participated in the following trainings: TEACCH, Evidence-Based Practices and APERS. Each has assessment components to support classroom management and decreasing mal-adapted behaviors in order to render effective instruction.	Limited Development 09/08/2022		
How it will look when fully met:		The leadership teams and the teacher-teams will use data sources (weekly, quarterly and yearly respectively) to monitor for consistency, and accuracy and make adjustments as deemed necessary. Data Sources: Report Cards: quarterly Progress Reports: quarterly ULS: quarterly benchmarks, unit pre-test, unit-post test TEACCH: Learning Styles Checklist, Individualization of Schedule, Behavior Data Chart, Individualization of Work/Activity Systems, Assessment (as needed) See Research Based Strategies uploaded in the folder. Data Notebook: Weekly PLC Goal Review		Raquel Robinson	06/30/2025
Actions			0 of 4 (0%)		
	9/8/22	Progress Reports and Report Cards		Candace Hudson	06/30/2025
	Notes:				
	9/26/22	Data Notebooks		Raquel Robinson	06/30/2025

Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
9/26/22	TEACCH/Evidence-Based Practices Tools		Megan Taylor	06/30/2025
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. AY2022-23 13 staff members received TEACCH training. AY2034-24 nine staff members received TEEACH training to include teacher assistance. The goal is for 100% of staff members to be trained.			
9/26/22	Progress Monitoring		Raquel Robinson	06/30/2025
Notes:				

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:		C. J. Greene students have been identified as SWD through the multi-tiered systems of support and receive evidence-based instruction aligned with the Extended Content Standards in order to meet their individual academic and functional needs. Our teachers differentiate instruction for all of their students requiring effective planning. During PLCs and Teacher Team meetings, data-based instructional strategies are identified through the analysis of data and development of systematic instructional plans. Due to number of teachers (6 out of 15) who have 3 years or less teaching experience, they require support in this area.	Limited Development 10/27/2024		
How it will look when fully met:		By 2026, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance). Students will also receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well. Within the 2024-2025 school year, CJ Greene Education Center will implement the following evidenced- based interventions to increase the overall student performance:		**Raquel Robinson**	**06/30/2026**
Actions			**0 of 1 (0%)**		
	10/27/24	Teacher teams will meet once a week and follow the teacher team protocol when looking at individual students behavioral, functional and academic data. The teacher will upload minutes from meeting to Teams. The curriculum facilitator will attend once a month to offer support.		Raquel Robinson	06/30/2026
	Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, C.J. Greene lacks reliable and valid system-wide screening processes for academic and behavior that include the assessment of all students to assist in determining the student's needs for a targeted intervention. C.J. Greene does not use social and emotional learning data sources to examine and strengthen core instruction to identify individual student deficits.	Limited Development 09/08/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		The leadership teams and faculty/staff will work collaboratively with district APERS team during the observations, interview process, and record review. Once findings are shared, leadership teams and faculty/staff will implement suggested strategies with fidelity. The leadership teams and faculty/staff will continue to evaluate and adjust instructional and assessment practices to ensure the availability of accurate and useful data to inform instruction, and assessment tools are used for continued value and developmental appropriateness.

See Research Based Strategies uploaded in the folder. | **Objective Met 10/18/24** | **Kimberely Dempsey** | **06/28/2024** |
| *Actions* | | | | | |
| | 9/8/22 | Autism Program Environment Rating Scale (APERS) | Complete 06/30/2023 | Instructional Leadership Team | 06/30/2024 |
| | *Notes:* | This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.
The APERS team is scheduled to conduct observations for AY2023-2024. | | | |
| | 9/26/22 | PLC (faculty and paraprofessional) | Complete 06/05/2024 | Alex Boykin | 06/30/2024 |
| | *Notes:* | This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.
This action step has been revised and is on-going. See artifact for PLC schedule. | | | |
| | 9/26/22 | Collaborative Conversations | Complete 06/30/2023 | Alex Boykin | 06/30/2024 |

Notes: This action step is also to support Christine Joyner Greene's removal from CSI and TSI status. This action step has been revised/restructured. See PLC schedule.		
Implementation:	10/18/2024	
Evidence	10/18/2024 10/18/2024- our new teachers have received more support in this setting, and we can individualize the PLC's based on need. There has been more participation during the PLC's.	
Experience	10/18/2024 10/18/2024- P:C were offered afterschool and were held separately	
Sustainability	10/18/2024 10/18/2024- changed smaller PLC groups for certified staff due to the nature of the staff. Many teachers had less than 3 years' experience and we utilized our veteran teachers to lead a small group PLC.	

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.10	**The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | Due to pandemic challenges, the number of students going off-campus for the Community Based Training Program decreased as did the number of sites available. Historically, teacher/CTE department was the determining factor for student participation/access to CBTP. This has resulted in selective enrollment for some students and not equal opportunity for all students. February of AY2021-22, the Instructional Leadership Team (ILT) created a vocational lab for students to sharpen and generalize vocational and daily living skills and foster independence. There was resistance and not all teachers went to the vocational lab as scheduled. AY2022-23, the vocational lab was staffed full-time with a teacher assistant. The master scheduled allotted teachers two times per week to attend the vocational lab. (This was maintained during the AY2023-24). There was still inconsistency regarding attendance. In addition, master schedule incorporated collaborative planning between CTE teachers and Vocational lab. Planning did not occur consistently. CJ Greene (M,T,Th,F)and Herbin-Metz (Wednesday's only) share a Work Readiness CTE teacher. This supports long-range planning for the CBTP. Summer of 2023, ILT along with CTE teachers met to address CBTP programming. The purpose was to initiate developing a comprehensive plan and criterion for students participating in CBTP programming. August 2023 10 students returned to CBTP from previous year. The 2023-24 school-wide Professional Development Plan is to increase the number of students in CBTP from 15% (10 students of 68) to 32% (22 students). This projects that at least one (additional) student (or an average of such) from each classroom will participate in CBTP by June 2024. Benchmarks are included for students assigned to classroom jobs and on-site jobs to build skills for CBTP. A vocational team was also developed to support this work and these efforts.

Within the 2024-2025 school year, our CSI-LG school will implement the following evidence-based interventions to increase the student graduation rate: student support services. | Limited Development 10/16/2023 | | |

How it will look when fully met:	When fully implemented 85% or greater of enrollment will participate in CBTP, 100% of students will have classroom jobs, and at least 50% of enrollment will have at least on-site jobs. A comprehensive plan will be established and implemented with fidelity for 100% of students enrolled at CJ Greene. For students transitioning from Herbin-Metz to CJ Greene accompanying data and pathways will be indicated in IEPs/goals. Each student will have a Student Profile targeted for CBTP. The criterion and the comprehensive process, to included supporting data, will be followed to determine which students participate in CBTP. See Research Based Strategies uploaded in the folder.		Megan Taylor	06/30/2026
Actions		**5 of 9 (56%)**		
10/16/23	School-wide PDP goal	Complete 06/07/2024	Constance Turrentine	06/30/2024
Notes:	This action step was included to support existing TSI and CSI status.			
10/16/23	Vocational Team: Comprehensive Planning, Student Profiles, Criterion and Assessments	Complete 06/02/2024	Constance Turrentine	06/30/2024
Notes:	This action step was created to exit TSI and CSI status. First meeting held on August 17, 2023.			
10/16/23	Transitional Team	Complete 06/07/2024	Megan Taylor	06/30/2024
Notes:	This action step is created to exit TSI and CSI status. Within the 2023-24 school year, our CSI-LG school will implement the following evidence-based interventions to increase the student graduation rate: Transitional Team will continue to conduct monthly meetings and facilitate parental workshops and tours as scheduled.			
10/16/23	Secondary IEP Workshops	Complete 06/07/2024	Megan Taylor	06/30/2024

	Notes: This action step is created to exit TSI and CSI status. Effective October 2023, meets monthly Conduct PLCs - Transitional Workshops for BTs and Mentors			
10/16/23	Parental Involvement: Transition to Adulthood, Day Program Parental Tour (Title I Funded), Medicaid/Innovations Waiver information session	Complete 06/07/2024	Megan Taylor	06/30/2024
	Notes: This action step is created to exit TSI and CSI status.			
10/18/24	PLC meetings will include topics related to evidence based practice		Raquel Robinson	06/30/2026
	Notes: This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/18/24	Parent involvement: opportunities will be held each semester (different agencies will be represented at each event)		Judy Lawrence	06/30/2026
	Notes: This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/18/24	To increase the number of students volunteering in community-based training		Constance Turrentine	06/30/2026
	Notes: This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/18/24	Increase number of students who are involved in school wide job opportunities.		Constance Turrentine	06/30/2026
	Notes: This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			