

Comprehensive Progress Report

Mission:

The mission of Greenway Park is to...

- Prioritize the whole child while maintaining high expectations
- Provide rigorous core instruction while integrating the arts
- Involve our entire school community including staff, students, families, and community partners to cultivate strong, trusting relationships
- Celebrate growth and model perseverance as students progress toward their goals.

Vision:

The vision of Greenway Park is to be a diverse community that is dedicated to empowering all scholars to develop their unique talents by providing differentiated opportunities. We believe in fostering a collaborative environment in which scholars take ownership of their path to the future.

Goals:

Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 46% in June 2025 to 55% by June 2026.

The school will retain 90% to 95% of highly qualified licensed classroom teachers throughout the 2025-26 school year. (Aligns to B3.03)

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 13.6% in SY2024-25 to 20% in SY2025-26.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 80% in SY2024-2025 to 40% in SY2025-2026. (A4.06)

The percent of ML students scoring Grade Level Proficient (GLP), on Reading End of Grade assessment will increase from 14.6% in SY 2024-2025 to 25% in SY 2025-2026 (Aligns to A2.04)

The percentage of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 32.6% in SY2024-25 to 40% in SY2025-26.



! = Past Due Objectives

KEY = Key Indicator

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| Core Function: | Domain 1: Turnaround Leadership |
| Effective Practice: | Practice 1B: Monitor short-and long-term goals |

| | 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 |
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| | | <i>Initial Assessment:</i> | <p>The SIP goals that align to this indicator are: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS and Increase the percent of students scoring CCR (college and career ready) on reading and end of grade assessments in grades 3-8.</p> <p>The 2023-2024 GLP for the Reading EOG was 25.1%. The CCR was 12.9%. K-2 students are still taking their BOY DIBELS assessments.</p> <p>As teachers administer Beginning of the Year assessments to students, the Leadership Team has conducted regular walkthroughs and discussed observations as at Instructional Leadership Team meetings. Teachers are provided with glows and glows after the walkthroughs are conducted. Team members fill out a walkthrough form on Google after each visit. The teachers receive a copy of the feedback. There is a weekly walkthrough schedule that the Leadership Team follows. We have 6 Extended Impact Teachers on our team now who are also supporting and coaching teachers.</p> <p>Although we are still in the beginning of the school year, there are challenges in being consistent with the schedule when other emergencies and things come up during the school day. This lack of consistency can make it difficult to maintain a high level of coaching and feedback compared to when we were previously fully staffed.</p> <p>For the 2024-2025 school year, opportunities exist to address these challenges. We will continue to provide targeted feedback through the use of coaching walkthroughs and evaluations. We hired 6 TLP positions to give targeted support to grade levels without removing teachers with positive achievement data from the classroom. The Instructional Leadership Team will use the Get Better Faster model to provide feedback to staff in order to improve student outcomes. The principal will develop a coaching plan and walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions and classroom management.</p> | Limited Development 08/09/2024 | | |

| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
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| How it will look when fully met: | <ul style="list-style-type: none"> • Walkthroughs will be completed on a consistent basis by MCLs/EITs/Facilitators and Administration • Walkthrough feedback will be provided consistently with aligned language from the leadership team • Feedback and look fors will progress throughout the year as the priorities in curriculum and instruction shift from the first to the last quarter of the year • Teachers will implement feedback in a timely and consistent manner, resulting in improved outcomes for students • Teachers and leaders will consistently attend PLCs, participate actively and complete all pre-work prior to the meeting to ensure the meeting results are ready to use plans and deep understanding of how to implement a strong instructional core • Teachers and leaders will regularly analyze data to ensure they know how students are responding to the core and provide supplemental or intensive supports when needed • Support staff, including EC, ML, TD and SST staff, will attend weekly meetings and provide their instructional and professional expertise on how to further strengthen the core using instructional and behavioral support • Core will be differentiated when appropriate to ensure all students can access grade-level standards and show mastery | | | Stephanie Range | 06/10/2026 |
| Actions | | | 1 of 5 (20%) | | |
| 8/9/24 | The team will use the Get Better Faster Coaching Action Steps to improve the rigor and management throughout the building. Doing so will improve student data by providing teachers with weekly feedback and action steps to improve their practices. The ILT will use a coaching and feedback tracker to monitor teacher action steps and growth. (Guardrail 4, Goal 2) | | Complete 06/10/2025 | Andrea Runyon | 06/10/2025 |
| <i>Notes:</i> | | | | | |
| 9/1/25 | A walk-thru calendar will be created and followed that ensures all teachers are visited at least once weekly. A weekly "look for" will be determined to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. | | | Stephanie Range | 01/26/2026 |
| <i>Notes:</i> | | | | | |

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| 9/1/25 | The Administrative team will meet weekly to analyze multiple data points including attendance, behavior, and academics and track progress around implementation of small group, Capturing Kids Heart, and tiered instruction | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Walkthroughs will be completed on a consistent basis by the Instructional Leadership Team. Teachers will receive immediate and effective feedback. | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | The team will use the Get Better Faster Coaching Action Steps to improve the rigor and management throughout the building. | | Stephanie Range | 05/26/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/16/2025 | | |
| Evidence | 6/16/2025 Walkthrough data; ILT meeting agendas | | | |
| Experience | 6/16/2025 The Instructional Leadership Team met weekly to discuss walkthrough data. | | | |
| Sustainability | 6/16/2025 The Instructional Leadership Team will need to continue to participate in regular walkthroughs for the 2025-2026 school year. | | | |

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| Core Function: | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | Practice 3A: Diagnose and respond to student learning needs | | | |
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| 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 |
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| Initial Assessment: | | <p>As of June 2025, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p> <p>During the 2024-2025 school year we did not fully meet this goal.</p> <p>Interventions were implemented academically to students in tiers, while teachers discussed ways to strengthen the core in PLCs. Staff</p> | Limited Development 08/09/2024 | | |

used Branching Minds to ensure students were meeting their growth targets, while also seeking to improve proficiency across the school with a special focus on 3rd grade reading and Black and Hispanic subgroups.

As of June 2024 teachers and staff were able to implement the reform strategies as outlined. We created a schedule that allowed for strategic scheduling of students based upon academic and program needs. The schedule allowed for small group time in Literacy and in Math. We improved our flex grouping based on mastery during Math WIN time through coaching and data-based PLCs. More teachers were able to attend Orton Gillingham training this year to improve their knowledge of high leverage literacy interventions.

As of June 2025, we identified a gap in understanding for our staff when it comes to behavioral interventions. While many staff incorporated behavioral supports in terms of tracking, very few implemented district approved interventions for their students with an area of need.

As of June 2025, opportunities exist to address these challenges. We will strengthen our processes when it comes to MTSS for both academic and behavioral interventions. Our MTSS Leadership Team will meet monthly to discuss student cases and propose next steps.

Teachers and staff will continue to receive PD on best practices for addressing student needs in the tiered system, while also ensuring they use data to determine what all students can benefit from in the core.

| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
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| How it will look when fully met: | <ul style="list-style-type: none"> • Instruction includes explicit instruction, modeling, guided practice and independent practice and culturally responsive practices • Students are grouped appropriately by targeted skill areas and size based on program recommendations • We have set clear and consistently applied data decision rules for intervention entry/exit • We have defined methods of monitoring student progress, as well as built in some data decision rules for identifying who is at-risk and adhered to data decision rules flowcharts for each area and grade span • Supplemental/Intensive academic practices are defined in consideration of strong core instruction • Strong core classroom management for behavior and social and emotional instruction with supplemental and intensive behavior plans as needed • The 2024-2025 FAMs survey will yield a score above emerging/developing • Use Restart funding to hire 5 part time teachers who will support differentiated small group instruction in math and ELA during WIN time. This additional support in human resources will allow for increased targeted instruction during intervention time. | | | Stephanie Range | 06/19/2026 |
| Actions | | | 3 of 10 (30%) | | |
| 8/9/24 | Admin. will ensure that 100% of K-5 Math teachers will implement a school-wide WIN schedule that allows for strategic scheduling of students based upon academic and program needs. (Guardrail 1; Goal 2) | | Complete 12/02/2024 | Molly Gilbert | 12/01/2024 |
| | <i>Notes:</i> | | | | |
| 9/1/25 | Establish a core MTSS Leadership team that will actively use the Standard Treatment Protocol and Data Decision to ensure fidelity of implementation and strong consistency across grade levels. | | | Naomi Scheiperpeter | 01/25/2026 |
| | <i>Notes:</i> | | | | |
| 9/1/25 | Teachers will create weekly differentiated small group plans based on data collected from IReady, Dibels, Benchmarks, and formal and informal assessments. | | | Stephanie Range | 01/26/2026 |
| | <i>Notes:</i> | | | | |

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| 9/1/25 | Use Restart funding to hire part time teachers who will support differentiated small group instruction in math and ELA. This additional support in human resources will allow for increased targeted instruction during intervention time. | | Stephanie Range | 01/26/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Grade level PLC's will establish an effective and productive PLC agenda with clear roles and outcomes and a focus on differentiated small group plans. | | Stephanie Range | 01/26/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Admin will ensure that 100% of K-5 Math teachers will implement a school-wide WIN structure that allows for strategic scheduling of students based upon academic and program needs. | | Molly Gilbert | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | The MTSS Lead team will review data monthly to ensure teachers are collecting data correctly and with fidelity. In addition, specific analysis of small group interventions will be completed by the team looking at administrative walk through data and lesson planning. | | Naomi Scheiperpeter | 05/26/2026 |
| <i>Notes:</i> | | | | |
| 8/9/24 | The leadership team will create and monitor systems and processes to track the effectiveness of tiered interventions. BranchingMinds will be monitored bi-weekly as well as student work samples to track the effectiveness of the interventions. The impact of interventions will increase growth in reading comprehension and math computation. (Goal 1 and 2. FAM-S 3) | Complete 06/10/2025 | Molly Gilbert | 06/06/2026 |
| <i>Notes:</i> | | | | |
| 8/9/24 | Through Restart funding the principal will hire 5 part time teachers who will support differentiated small group instruction in math and ELA during WIN time. This additional support in human resources will allow for increased targeted instruction during intervention time. (Guardrail 1; Goal 2) | Complete 06/10/2025 | Molly Gilbert | 06/06/2026 |
| <i>Notes:</i> This flexibility was used in the 2023-2024 school year. | | | | |
| 9/29/25 | Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. | | Molly Gilbert | 06/10/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/17/2025 | | |

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| Evidence | 6/17/2025 The MTSS program is now up and running successfully at Greenway Park. Students are fully supported through instructional planning. | | | |
| Experience | 6/17/2025 6/17/2025The Master Schedule allows for teachers to have 45 minutes of daily instructional planning. | | | |
| Sustainability | 6/17/2025 Next year's Master Schedule will provide teachers with 55 minutes of daily instructional planning. | | | |

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| Core Function: | Domain 3: Instructional Transformation |
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| Effective Practice: | Practice 3B: Provide rigorous evidence-based instruction |
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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 |
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| Initial Assessment: | | | <p>June 2025 - During the school year, teachers and staff created goals to meet or exceed growth while also increasing proficiency compared to last year. During the 2025-2026 school year, teachers and staff continued to use the district provided curriculum while ensuring strong knowledge of the standards. Teachers met weekly in PLCs to discuss how to maintain the integrity of the lesson while also ensuring they used student data to align the standards to their students' needs. Students received core instruction on their grade level standards, as well as individualized instruction in small groups that was aligned to their performance on standards.</p> <p>As of June 2025, opportunities continue to exist to address these challenges. We have added an additional MCL to help support 2nd - 5th grades. In addition, we will continue to use and strengthen our data use protocols so teachers feel confident in their ability to use data in both short and long term planning through the use of ongoing professional development and coaching.</p> <p>August 2024 - The SIP goals that align to this indicator are: Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS and Increase the percent of students scoring CCR (college and career ready) on reading and end of grade assessments in grades 3-8.</p> <p>During the school year, teachers and staff created goals to meet or exceed growth while also increasing proficiency compared to last year.</p> | Limited Development 08/09/2024 | | |
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During the 2024-2025 school year, teachers and staff continued to use the district

provided curriculum while ensuring strong knowledge of the standards.

Teachers met weekly in PLCs to discuss how to maintain the integrity of the lesson while also ensuring they used student data to align the standards to their students' needs. Students received core instruction on their grade level standards, as well as individualized instruction in small groups that was aligned to their performance on standards.

We experienced challenges with staffing key roles which impacted the quality and quantity of support. We were never able to hire for a 5th grade ELA position. We had a Guest Teacher in that classroom until February. We then had our Science Lab teacher take over the 5th grade classroom. We had a 2nd grade teacher leave in September and put a Guest Teacher in that classroom. We then split up that class among the other three 2nd grade classrooms.

As of June 2024, opportunities exist to address these challenges. We have posted positions for Teacher Leader Pathway positions to recruit top talent who have a proven record of positively impacting student outcomes. In addition, we will continue to use and strengthen our data use protocols so teachers feel confident in their ability to use data in both short and long term planning through the use of ongoing professional development and coaching.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

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| <p>How it will look when fully met:</p> | <ul style="list-style-type: none"> • Strong PLCs with established protocols, expectations, and norms that unpack standards and serve as the key driver and reference of the meeting • Weekly literacy, math, and data planning: agenda template that focuses on unpacking the standards, misconceptions, and analyzing student work • Collaboration regarding what instruction will look like for all subgroups, skill groups • Strategic focus on misconceptions so that they can be addressed in the planning of the unit • Backwards planning from assessments and developing exemplar responses • Consistent utilization of the student work analysis protocol • Creating additional formative assessments throughout a unit together with a summative assessment (math) and instructional task development with high levels of rigor that promote collaboration • Consistent use of data cycles that will drive a differentiated, personalized experience for students and using data to restructure WIN groups • Consistent participation from important stakeholders, ML teachers, EC teachers, leadership • Consistent walkthroughs with leadership (MCLs/EITs/Facilitators and Administration) to ensure implementation of the discussion in PLC is resulting in improved student outcomes | | <p>Stephanie Range</p> | <p>06/19/2026</p> |
| <p>Actions</p> | | <p>10 of 16 (62%)</p> | | |
| <p>8/9/24</p> | <p>Facilitators and MCL's will conduct weekly literacy, math, and data planning meeting with teachers. Instructional team will focus on unpacking the standards alignment with new curriculum, student misconceptions, exemplar models, analyzing student subgroup data etc.. to increase the instructional capacity of teachers in the classroom. (Goal 1 & 2. Guardrail 1, FAM-S 29)</p> | <p>Complete 12/02/2024</p> | <p>Andrea Runyon</p> | <p>12/01/2024</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>3/28/25</p> | <p>Instructional materials were purchased for classroom teachers to support student learning. Purchased from School Specialty. Total cost was \$2455.93. Requisition #1237372.</p> | <p>Complete 04/04/2025</p> | <p>Molly Gilbert</p> | <p>04/01/2025</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>3/28/25</p> | <p>Instructional materials were purchased for classroom teachers to support student learning. Purchased from Rochester 100. Total cost was \$2455.93. Requisition # is 1237029.</p> | <p>Complete 04/01/2025</p> | <p>Andrea Runyon</p> | <p>04/01/2025</p> |

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| <i>Notes:</i> | | | | |
| 3/28/25 | Books were purchased for classroom teachers to support student learning. Purchased from Barnes and Noble. Total cost was \$862.41. Requisition #1237404. | Complete 04/01/2025 | Andrea Runyon | 04/01/2025 |
| <i>Notes:</i> | | | | |
| 3/28/25 | Materials were purchased for classroom teachers to support student learning. Purchased from ULINE. Total cost was \$983.45. Requisition #1237360. | Complete 04/01/2025 | Molly Gilbert | 04/01/2025 |
| <i>Notes:</i> | | | | |
| 3/28/25 | Instructional materials were purchased for classroom teachers to support student learning. Purchased from Staples. Total cost was \$2999.21. Requisition #1237229. | Complete 04/01/2025 | Molly Gilbert | 04/01/2025 |
| <i>Notes:</i> | | | | |
| 3/28/25 | Instructional materials were purchased for classroom teachers to support student learning. Purchased from Office Depot. Total cost was \$2003.82. Requisition #1237342. | Complete 04/01/2025 | Andrea Runyon | 04/01/2025 |
| <i>Notes:</i> | | | | |
| 3/28/25 | Instructional materials were purchased for classroom teachers to support student learning. Purchased from Really Good Stuff. Total cost was \$1428.00. Requisition #1237290 | Complete 04/01/2025 | Molly Gilbert | 04/01/2025 |
| <i>Notes:</i> | | | | |
| 8/9/24 | Admin will conduct Consistent walkthroughs with leadership (MCLs/EITs/Facilitators and Administration) to ensure implementation of the discussion in PLC is resulting in improved student outcomes. (Goal 1 & 2. Guardrail 1) | Complete 04/01/2025 | Andrea Runyon | 06/10/2025 |
| <i>Notes:</i> | | | | |
| 3/10/25 | Books and Brackets Literacy Night will be held on April 3rd from 5 to 7 pm at Greenway Park. Materials will impact student achievement. They will allow students to have additional practice of key literacy skills while also allowing their families to see how these key skills are taught in the classroom. The total cost is \$1720.51. The vendors used for the requisitions are as follows: <ul style="list-style-type: none"> • 1233270- Food Lion • 1232114- Lakeshore • 1232118- Lakeshore • 1231967- OTC • 1231942- Really Good Stuff • 1231935- Staples • 1231880- Barnes & Noble | Complete 04/01/2025 | Sarah Kensicki | 06/10/2025 |

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| <i>Notes:</i> | | | | |
| 9/1/25 | Facilitators and MCLs will conduct weekly literacy, math, and data planning meetings with teachers. Instructional teams will focus on unpacking the standards alignment with curriculum, student misconceptions, exemplar models, analyzing students subgroup data, etc. to increase the instructional capacity of teachers in the classroom. | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Consistent use of data cycles that will drive a differentiated, personalized experience for students. | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Develop YET academy to provide intentional and nurturing instructional experiences for all first-grade students. YET Academy provides students with intentional exposure to critical and creative thinking skills and expand access to advanced learning opportunities for at-potential students | | Nancy Betler | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | During PLC meetings, teams will develop intentional plans for small groups that are based on data driven decisions and aligned with specific resources to support student needs | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Collaborative planning model will be established to ensure strong communication between Exceptional Children, Multilanguage Learners and classroom teachers so that consistent practices can be used across all areas | | Stephanie Range | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Duty Free Planning - Provide a duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1 with the goal of providing an average of at least 5 hours of planning time per week with he maximum extent that the safety and proper supervision of students may allow during regular student contact hours. | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/17/2025 | | |
| Evidence | 6/17/2025 We held 2 successful family engagement events. | | | |

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| Experience | 6/17/2025 Materials were purchased to help support classroom literacy and math instruction. | | | |
| Sustainability | 6/17/2025 Continue to purchase materials to support classroom instruction in both math and literacy. | | | |

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| Core Function: | Domain 4: Culture Shift |
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| Effective Practice: | Practice 4A: Build a strong community intensely focused on student learning |
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| 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 |
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Initial Assessment:

For the 2024-2025 school year, teachers will continue to use the Capturing Kids' Hearts process in their classrooms. Additionally, teachers will utilize the Caring Schools curriculum during SEL.

Curriculum to teach SEL in morning meetings. The master schedule dedicated time for morning and closing meetings daily. Staff without homerooms were assigned one to attend each day. Our Student Services Team (SST) provided exceptional care to our students by basing care off of referral forms, discipline data and office calls.

Teachers and counselors used behavior plans to provide support to students who benefitted from goal-setting to improve their behavior.

As of June 2024, fidelity with morning meetings became a growth area for some grade levels. Through our FAM-S process, the team also identified growth areas for how our discipline plan is implemented. We identified MTSS Behavior Processes as a knowledge gap for our staff.

As of June 2024, opportunities exist to address these challenges. We will provide ongoing professional development on the use of interventions for behavior through MTSS and how to appropriately document them in Branching Minds. The Leadership Team will revisit our Discipline Plan during the summer and create updated or new processes for how discipline is addressed within the school.

We will utilize Educators' Handbook to record and monitor student behavior.

Limited Development
08/09/2024

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| <p>How it will look when fully met:</p> | <ul style="list-style-type: none"> • Decrease in behavior referrals and an increase in on-task behavior • Strong core instruction and classroom management will be evidenced in every classroom, resulting in high engagement • The Caring Schools process will be implemented with fidelity in K-5 • The GreenWAY Committee will regularly analyze incident data to track student behavior, including referrals and OSS, and discuss school-wide, grade-level, and classroom-level initiatives to support all students • Attendance data will be analyzed throughout the year to inform staff practices • Staff will be strategically staffed to support the tiered instructional support • Students will participate in high interest social, enrichment, extra-curricular and academic support activities • Teachers and staff will be experts on using important platforms such as Branching Minds and iReady | | <p>Stephanie Range</p> | <p>06/06/2026</p> |
| <p>Actions</p> | | <p>2 of 9 (22%)</p> | | |
| <p>9/10/24</p> | <p>Student Support Team will meet bi-weekly. A standing agenda item will be to discuss students that have had 3, 6, 10 day absences and the action involving those students. (Fam-S 30, 31, Guardrail 3, and the School Attendance Plan)</p> <p>Greenway Park Attendance Plan 2024 - 2025</p> <p>https://docs.google.com/document/d/1YQy9bCTYbC59-KYmQYvcbUjbE2VrGspJh2Irozo7Ffk/edit</p> | <p>Complete 12/02/2024</p> | <p>Molly Gilbert</p> | <p>12/01/2024</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>8/9/24</p> | <p>New staff trained in Capturing Kids' Hearts to onboard to the school-wide program used to build student and staff culture. Title I funds will allow staff to attend 2 Capturing Kids Hearts in person trainings to continue their development of full implementation within the classroom. This training will guide teachers in building interpersonal relationships and student positive culture within the classroom. (FAM-S 31 and Guardrail 3)</p> | <p>Complete 12/02/2024</p> | <p>Molly Gilbert</p> | <p>02/01/2025</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/1/25</p> | <p>Strong core instruction and classroom management will be evidenced in every classroom, resulting in high engagement.</p> | | <p>Stephanie Range</p> | <p>05/25/2026</p> |

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| <i>Notes:</i> | | | | |
| 9/1/25 | Create a character education committee, the Greenway, that will meet monthly, focused on the development of our PBIS program, with an emphasis on student culture and behavior to ensure expectations are aligned with our school-wide behavior matrix | | Matthew Altamira | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | All staff will use the Educators Handbook tracking system to document student behaviors and referrals. This data can then be analyzed both by the administration and the student support team to make adjustments to the levels of interventions for students. | | Matthew Altamira | 05/25/2026 |
| <i>Notes:</i> | | | | |
| 9/1/25 | Student Support Team will meet weekly. A standing agenda item will be to discuss students that have had 3, 6, 10 day absences and the action involving those students. | | Cavers Lee Harrison | 05/26/2026 |
| <i>Notes:</i> | | | | |
| 8/9/24 | There is a Behavior Management Technicians on campus. She will have a strong presence and the BMT's will utilize and monitor Educator's Handbook, GPES Behavior Matrix, and school wide behavior expectations throughout the day to support the SEL needs of students. | | Matthew Altamira | 06/06/2026 |
| <i>Notes:</i> This needs to be strengthened to be considered fully implemented. | | | | |
| 9/29/25 | Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment, free of bullying and harassing behaviors (A4.06). | | Anna King | 06/10/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 4: Culture Shift |
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| Effective Practice: | Practice 4C: Engage students and families in pursuing education goals |
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| 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 |
|-----|-------|--|-----------------------|-------------|-------------|
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Initial Assessment:

The SIP goal that coincides with this is: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 47.5% in June 2023 to 77.5% by June 2029.

During the 2023-2024 school year, we held 2 family nights. Super Bowl Math Night was attended by over 700 families. March Madness Literacy Night was attended by over 500 families. The school sends out a weekly message to parents via ParentSquare. Teachers also send out a Week In Preview to their families.

We have current practices in place that will support this indicator during the 2024-2025 school year. The principal will meet annually with families to review curriculum, attendance, behavior, and parent handbook expectations. We will continue our efforts in decreasing our chronic absenteeism rates for all subgroups by continuing our attendance initiatives. We will also continue to use interventions, such as attendance contracts, to ensure families with barriers have the support they need to remove them. We will continue to use Parent Square per the district initiatives to maintain communication with parents. In addition, we will hold parent meetings, school events, and performances.

A challenge we face in this indicator is that not 100% of our families are connected to ParentSquare. This creates some issues with getting regular communication out to families.

Limited Development
08/09/2024

| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
|---|--|--|---------------------|----------------------|-------------------|
| How it will look when fully met: | <ul style="list-style-type: none"> • 100% of parents/guardians are connected to Parent Square. • Thursday Folders will be sent home every week • 90%+ of families will attend school events, including academic and social events executed by school staff and/or community organizations • Conferences about a students' academic and behavioral goals will be attended by all stakeholders • Parents/Guardians with concerns about their child will directly contact their child's teacher to discuss their concerns • SST and Administrative staff will attend parent conferences on an as needed basis to collaboratively plan for next steps for supporting students • Interpreters will be available for all languages represented at our school • A full-time interpreter will be on campus to help in the front office, translating documents, and being a liaison between the school and families • Community Partnerships will plan and lead events for families throughout the school year • School Staff will plan and lead events for families throughout the school year • Families who speak a language other than English will have an interpreter readily available at school events | | | Molly Gilbert | 06/10/2026 |
| Actions | | | 4 of 8 (50%) | | |
| | 8/9/24 | Teachers will send a "Week in Preview" on Parent Square to all parents and guardians of students in their classrooms. This preview will include curriculum updates, upcoming events, and any other teacher reminders. The principal will also send a "Week in Preview" to GPES families. This will inform parents and community members of upcoming school events and important information. With consistent communication from classroom teachers and administration GPES families should be well informed of important dates and events happening at GPES. (Goal 4, Goal 2, FAM-S 3) | Complete 12/02/2024 | Andrea Runyon | 12/01/2024 |
| <i>Notes:</i> | | | | | |

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| 2/3/25 | SuperBowl Math Night will be held on February 6 from 5 to 7 pm at Greenway Park. Materials will be utilized by teachers to demonstrate strategies for problem solving, increase engagement with lessons, apply test-taking strategies, organize materials, reference anchor charts to support learning, participate in centers and academic discourse. The total cost is \$1102.38. | Complete 02/06/2025 | Andrea Runyon | 02/06/2025 |
| <i>Notes:</i> | | | | |
| 8/9/24 | GPES will host family/community nights to welcome and expose parents to the positive work being done by staff and students. GPES will host award ceremonies quarterly to recognize students for their hard work, grades, behavior, and attendance. In addition Math and Literacy nights will be held to teach families ways in which they can practice these areas with their child at home. Lastly, the CAT team will help organize end of year performances and the Drama class will put on a musical/play. (Guardrail 3, Goal 2) | Complete 06/06/2025 | Andrea Runyon | 06/06/2025 |
| <i>Notes:</i> | | | | |
| 8/9/24 | Books and Brackets Literacy Night will be held on April 3rd from 5 to 7 pm at Greenway Park. Materials will impact student achievement. They will allow students to have additional practice of key literacy skills while also allowing their families to see how these key skills are taught in the classroom. The total cost is \$1720.51. The vendors used for the requisitions are as follows: • 1233270- Food Lion <ul style="list-style-type: none"> • 1232114- Lakeshore • 1232118- Lakeshore • 1231967- OTC • 1231942- Really Good Stuff • 1231935- Staples • 1231880- Barnes & Noble | Complete 04/03/2025 | Sarah Kensicki | 06/06/2025 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Conduct Curriculum Night and other parent learning experiences, include specific events around social media, reading, and math. Schoolwide events should focus on providing parents with tools and resources to support their child's learning at home | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Developing a satisfaction survey for families to get their insights and ideas for how the school is engaging and communicating with families throughout the year. To be sent in January and May | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |

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| 9/29/25 | Develop additional opportunities and events for families to connect with one another - either through school events, volunteering opportunities or parent educational groups | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/29/25 | Targeted recruitment of underrepresented parents on our PTA, SIT, and needed school volunteers. | | Stephanie Range | 06/10/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 09/29/2025 | | |
| Evidence | 6/16/2025 Multiple family engagement events were held throughout the year. | | | |
| Experience | 6/16/2025 Family Engagement events were held throughout the year. SuperBowl Math Night and Books and Brackets Literacy Night were held to bring families into the building and engage in math and literacy activities. The Leadership Team held 3 sessions with parents of 3rd - 5th grade students to discuss End of Grade assessments and student data. One of those sessions also helped parents become familiar with the End of Grade assessments. | | | |
| Sustainability | 6/16/2025 We need to continue to invite parents into the building during the 2025 -2026 school year. | | | |