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:

By June 2026, 100% of teachers will evaluate each student's behavior tier at the beginning of the school year and implement the Tiered Behavioral System of Support (TBSS) model with fidelity. The goal is to reduce the number of students requiring Tier 3 (most intensive) supports by 20%, as evidenced by annual tier distribution data and student progress monitoring records.

By June 2026, as part of the Guilford Guarantee, students transitioning from CJ Greene will be supported by all classroom staff by utilizing each student's communication systems and supports (e.g., AAC devices, core boards, picture exchange systems, or other individualized supports) that are available, accessible, and used across all classroom activities to serve multiple communicative functions (such as requesting, rejecting, commenting, and social interaction).

By June 2026, 100% of CJ Greene staff will implement individualized visual supports (including but not limited to class and individual schedules, visual cues, activity systems, and visual instructions) across all classroom and school settings. Implementation will ensure that: • Tasks and activities are structured with visual clarity, organization, and segmentation, • Students are prepared for transitions using explicit strategies (e.g., visual cues, countdown timers).

! = 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. On the 2024 TWC, 82.3% of teachers agreed that they participated in activities to analyze data. During the 24-25 school year, professional development was conducted on how to write a present level of performance which requires data to support meeting the current goal and to also show what needs to come next for an IEP goal based on the data and also what tools are necessary to collect the data. For the 25-26 school year, the SIT decided on $5000.00 for EEA's for other assignments in our Title I plan. This allows for our ILT and CF to work during the summer and plan for the needs of our teachers. We have had 9 teachers who were in the BT status at some point during the last 3 years and we are currently at 4 in BT status. We have offered many layers of support to increase the understanding of the IEP process, quality of IEP writing, collecting data/curriculum decisions, and this year the focus is on environmental design of classrooms and improvement in the area of communication. Staff will receive training on how to utilize the new communication devices that were purchased for the school last year. With the focus on environmental design and communication- we anticipate a reduction in behaviors that we are seeing.	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.		**Candace Hudson**	**06/30/2026**
Actions		**0 of 3 (0%)**		
10/16/23	ILT members will conduct weekly walkthroughs using TEACCH/QPT data collection tool to analyze data to drive professional development.		Raquel Robinson elected 2024	06/30/2026

		Notes:	This action step is to exit TSI and SCI status. 3/26/2025 6 people received TEACCH training in February to begin conducting the walkthroughs. 3 teachers will be visiting our sister school to observe classrooms that utilize the TEACCH methods and 3 f our teachers will be visited by their teachers.		
		10/9/25	The SIT, ILT, Transition, and Vocational teams will collaborate to create a cohesive, data-driven system that aligns school improvement goals with instructional practices, professional development, real-world skill instruction, and long-term student outcomes.		Raquel Robinson elected 2024	06/30/2026
		Notes:	9/15/25 The ILT members will remain the same with 1 addition (Dennisha McCarter). The transition committee also added an additional person this year (Mandy Swofford). The SIT has 4 new members that were voted on to serve on this team as other members rotated off the SIT.		
		10/9/25	The Leadership Team will utilize student learning data and schoolwide PDP goals to set yearly learning goals that align with the school improvement plan and guide instructional focus across all teams.		Kristin Woody elected 5/30/25	06/30/2026
		Notes:			

Core Function:			**Domain 1: Turnaround Leadership**			
Effective Practice:			**Practice 1B: Monitor short-and long-term goals**			
	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. For the 24-25 school year- ILT, SIT met regularly to discuss how money from our CSI grant would be spent to benefit our students and staff. The school was also updated at each staff meeting by Ms. Hudson as to where we were with our spending and also could submit suggestions. 25-26 School Year Due to the significant reduction in funds because our CSI grant is finished, last years SIP team met to discuss how our Title I funds should be spent to meet the instructional and functional needs of our students. The team decided to spend $5000.00 for field trips which include the High Point Children's Museum (on one of their sensory days), Greensboro Science Center, Greensboro Gargoyles game in place of the ACC tournament, Transportation Museum in Spencer NC. These field trips off social opportunities for our students within the community. The team also decided on $5000.00 for EEA's for other assignments. This allows for our ILT and CF to work during the summer and plan for the needs of our teachers. We will also continue to fund the 2 treadmills that we lease with a contract from Carolina Fitness. Our students utilize this equipment throughout the day when needed for a sensory break and to prevent behaviors from escalating.	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.). For the 24-25 school year, the various groups were able to work together to determine the best use of the CSI/ Title I funds for our school. For the 25-26 school year, vocational team will continue to work together to develop a streamlined process for how students move through the continuum for volunteer opportunities. We will also offer opportunities for parents to connect with community resources each semester. See Research Based Strategies uploaded in the folder.		**Raquel Robinson elected 2024**	**06/30/2027**
Actions		**0 of 3 (0%)**		
10/31/21	School Improvement and Instructional Leadership teams will meet monthly to review SIP action steps monthly to align resources with indicators.		Candace Hudson	06/30/2027

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 utilized to provide substitute coverage, enabling staff to attend professional development aligned with the needs of our student population.		Judy Lawrence elected 2024	06/30/2027
Notes:				
10/18/24	Title I funds will be used to purchase food for parents during school-sponsored events, such as the resource fair and parent information sessions, held each semester to encourage family engagement and participation.		Judy Lawrence elected 2024	06/30/2027
Notes:				

Core Function:	**Domain 3: Instructional Transformation**

Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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. For the 25-26 school year, we have 4 teachers still in the BT stage, but we have several teachers who continue to need support in different areas.	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 evidenced- based interventions to increase the overall student performance. We will continue with this implementation for the 25-26 school year due to the large number of new students this year as well new additions to several teacher teams.		**Raquel Robinson elected 2024**	**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 elected 2024	06/30/2027

Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.

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.		**Raquel Robinson elected 2024**	**06/30/2026**
Actions		**0 of 3 (0%)**		
10/18/24	PLC meetings will include topics on evidence-based practices to ensure academic supports are aligned with effective instructional strategies and student learning needs.		Raquel Robinson elected 2024	06/30/2026
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/18/24	CJ Greene will increase student participation in community-based training opportunities to expand real-world skill development and engagement.		Harmonie Dupree elected 5/30/25	06/30/2026
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			
10/18/24	Students will receive coordinated AAC training both in the classroom and during school-wide job opportunities to promote functional communication and generalization of skills across environments.		Raquel Robinson elected 2024	06/30/2026
Notes:	This action step is also to support Christine Joyner Greene's removal from CSI and TSI status.			