

Comprehensive Progress Report

Mission:

Metro School will provide a comprehensive personally relevant educational environment challenging each student to develop his or her abilities, skills and talents by providing instruction that assures access to the grade level curriculum including access to general curriculum materials and resources. Metro faculty, parents, and caregivers will work together improve the community's focus on our students' capabilities and integrate our students' into our larger community so that they may lead productive and fulfilling lives.

Vision:

We, the parents, staff and community of Metro School will work collaboratively to provide our students a high quality, challenging, and personally relevant education, with a specialized emphasis on providing them the knowledge, skills, and tools needed to be successful and productive members of our global community.

Goals:

- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)
- To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)
- Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2023 we have made significant progress in this goal which was Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. All of our staff members were trained in CPI at the start of the school year. As we look ahead, we are aware that the training will need to be renewed and we have planned for those training days at the start of the next school year. It will be a schoolwide training which means that all staff will be fully trained. In addition to that training, we realigned and refocused our student services team. During this process, we took a closer look at the student services referral process and BMT calls. Because our school is already considered Tier 3 under the MTSS umbrella, the team worked to tier our students according to behavior data and goals noted in IEPs. With these action plans, some of our successes were that we saw a decrease in BMT calls and student service referrals. This kept our ISS and OSS rates at 0%. We developed a team to work on building crisis plans for our high flier students. Some of the challenges that arose were classroom management and focusing on ways to keep students engaged when a crisis happens. In addition to meansastaff members wer(the schs discus357.199 Fis happ discus31.se t

Priority Score: 2

Opportunity Score: 2

Index Score: 4

*How it will look
when fully met:*

When this objective has been fully met all staff will be attentive to students' social and emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. In addition to SEL lessons, the school wide behavior matrix has been

Initial Assessment:

As of June 2023, We have all current staff members trained in the PLCs at Work initiative from Solution Tree. We have a team of teachers that worked last summer and will work this summer to look deeper into the curriculum. Since developing story-based instruction with accommodations, we saw an increase in our unofficial test scores. There was a 23.3% increase in GLP in Third grade ELA and a 56.7%

How it will look when fully met:

When this objective has been fully met according to the action items below, our staff will all be fully trained in the ULS (Unique Learning Systems) curriculum. Staff will be aware of the features of the curriculum to improve instruction. Benchmark data and checkpoint data will be monitored with fidelity and used to make data-driven decisions. This will also be evident by the ILT Internal core action walkthroughs that will happen at least twice a month while providing teachers with immediate feedback on what instruction looks like at Metro. Collaborative team meetings will continue to happen weekly with a focus on instruction, behavior, and academic data. Staff will know admin expectations on teaching and learning and progress monitoring. The success of these action items and full implementation will be measured by continuing to see growth and GLP increase on the NC Extend 1 exams at the end of the year.

Fermandi Dyson

06/15/2024

Actions

0 of 3 (0%)

8/7/23 The admin team will develop, create, and execute internal core action walkthroughs performed by the instructional leadership team quarterly to provide feedback on system alignment school-wide. (Goal 1, Goal 2)

Fermandi Dyson

02/28/2024

Notes:

8/7/23

Notes: Benchmark assessments help teachers gather baseline data and track and monitor progress in targeted skill areas: emerging skills, early learning, reading, writing, basic math, and math problem-solving.

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

	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:

As of June 2023, the student services team worked together to develop our own MTSS tiered level of support being that Metro is considered tier 3 under the MTSS umbrella. This addressed our SIP goal; Collaborative teams (PLCs) meet weekly to analyze data and discuss students who need additional support and/or refer to SSPLC. A4.01. This was created for behavior and the work for academics started as well. This will help guide small group instruction and levels of support needed both for academics and behaviors. Our successes for this goal were the creation of the "teacher bundle" packages and the Metro Big Five for academics and behavior. The teacher bundle is where our EC coordinating teacher and literacy facilitator modeled lessons for teachers after tiering the level of support they needed. Teachers watched as they modeled lessons and then provided feedback. Teachers then worked with the EC coordinating teacher and facilitator and co-taught a lesson. Feedback was given. Then teachers were observed by the team and feedback was given. By March of 2023, 89% of our teachers were in the last part of the teacher bundle. As a result of seeing effective teaching, lessons were enhanced and we saw an increase in GLP in third grade ELA and Math with percentages of 23.3% in ELA and 56.7% in Math and then 15.8% in eighth grade Math. The Metro Big 5 gave the main 5 ideas around instruction and management pieces for behavior and instruction. Our challenges with this goal was time management for our bundles to be completed and real time feedback. Our challenges with this goal were more time to model what classroom management and engagement looks like. In looking at opportunities for next year, we want to enhance our teacher bundle packages by using the swivel cameras. This will allow for feedback to be shared promptly. We also want to create a schedule for teachers to be able to observe other teachers and sign up to co-teach with colleagues. We will be trained in the ULS curriculum at the start of the year. This will help teachers know and understand the content. Benchmark data will be reviewed so we are really utilizing the pre/post assessment data when making decisions. Vertical planning and co-teaching are new goals for the upcoming school year with a goal deadline of June 15th 2024.

Limited Development
10/20/2022

*How it will look
when fully met:*

When this objective has been fully met, teachers will use data from pre/post tests, ULS, Attainment, and other relevant data sources to make decisions on how to best meet each student's academic growth and progress. Students who demonstrate the need for additional supports will receive re-teaching, re-grouping, and/or brought before the SSPLC for additional supports. Students who demonstrate significant growth/progress will be referred for consideration for a change in placement (LRE). The SSPLC will work to provide feedback on behavior support and plans. BMTs and Behavior analyst will conduct observations in classrooms and provide real time feedback and preventive strategies. The administration team will continue to work to recruit and employ highly qualified teachers and be fully staffed. This is measured by attendance at recruitment/hiring events. The teacher

9/14/23	Within the 2023-24 school year, our CSI -LP school will implement the following evidenced-based intervention(s) recruiting highly effective teachers with the use of differential funds to increase student achievement and growth. to increase overall student performance. (Goal 4). (Title I Funds)		Krystle Coles	06/15/2024	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2023 we have met the goal; Classroom staff, B3 Lab staff, and BMTs will use behavior data collection systems to support targeted students (BIP, Crisis Plans). Our BCBA monitored the referral form through google forms and BMT calls. She then put together the numbers and shared monthly with each grade level band. Data was reviewed on a monthly basis by a SSPLC Team composed of Social Workers, School Psychologist, Parent Advocate, Admin, BMT, and classroom teachers (as needed). We realigned and refocused our student services team. During this process, we took a closer look at the student services referral process and BMT calls. Because our school is already considered Tier 3 under the MTSS umbrella, the team worked to tier our students according to behavior data and goals noted in IEPs. Our successes with these action steps were a decrease in BMT calls and student service referrals by 45% from the beginning of the school year to the end of third quarter. We developed a team to work on building crisis plans for our high flier students. We provided behavior data during collaborative team meetings and SIT meetings around student behavior. In addition to that we saw our OSS and ISS percentage remain at 0% for all students. Our challenges that arose were classroom management and focusing on ways to keep other students engaged when a crisis happens. In addition to that, the need for extra support (another BMT) as well as the increase in the need for PNAs for students were discussed. In discussing opportunities for next year, the student services team wants to start having intervention team meetings for students that have behavior plans or crisis plans. These meetings will include the families and teachers. We will tier the meetings so that we are not meeting as much, but these meetings will be held to make sure that all stakeholders are aware of behaviors, support available, and progress. We will continue to make sure that our tiered levels are explained and understood by all staff members. This will be done through professional development. The student services team will continue to meet with our collaborative teams during their weekly CT</p>	Limited Development 10/20/2022		

	8/7/23	Student services team will establish a clear teaming structure with assigned roles and responsibilities and a consistent meeting schedule and agenda to discuss student specific interventions and progress monitoring data for Metro-created, tiered intervention plans. (Goal 4, FAM-S 30)		Student services team	06/15/2024
<i>Notes:</i>					
<i>Implementation:</i>			02/02/2023		
	<i>Evidence</i>	2/2/2023 Documentation will be uploaded into the platform.			
	<i>Experience</i>	2/2/2023 Having our BCBA added to our staff has been very beneficial with getting this done. Student services meets weekly or biweekly. A member is in each CT for each grade level to discuss concerns and strategies. Professional development and information has been provided during staff meetings and CT meeting.			
	<i>Sustainability</i>	2/2/2023 We will continue to meet and attend CT meetings.			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023, all grade levels consistently meet at the end of the year to assist with a positive transition to the next grade level. Documents are created and shared amongst the staff. During intake meetings and meetings where we prepare for our students to move into the next grade level or class, we review IEP data, behavior data, and EOG data if applicable. Pre/Post Tests data is reviewed when necessary. The EC coordinating teacher and school counselor are responsible for meeting with all newly enrolled students. Our successes for this goal included having the document completed in a timely manner and intake meetings being held for our new students. We also started the process of getting our CBT/CBI learning back up and running effectively. While we did not have our own transition fair this year, we did communicate the district transition fair to our parents. We also offered several parent workshops where transition resources were given to our families. Our challenges were the CBT/CBI program. We had several new staff members and this was the first time since Covid of having this program up and running. Many teachers knew what we wanted to do, but lacked the skills to actually see it in motion. We met with outside teachers to brainstorm together. As we look at opportunities for growth next year, we created a plan and have discussed what needs to be put in place. Moving forward, we want to make sure that the CBT/CBI learning happens right after school starts. Teachers will work to create documentation where families can keep up with their student's progress and skills that need to be worked on. Transition passports and documents will continue to be shared with staff so that the next teacher is prepared. Intake meetings will continue where IEPs will be discussed and understood thoroughly.

Limited Development
10/20/2022

Priority Score: 2

Opportunity Score: 2

Index Score: 4

*How it will look
when fully met:*

Upon completion, each student will have a transition plan on file to assist with preparing them for their upcoming grade level. Students in grades 9-12+ will complete the transition passport located within the Unique Learning System program. The transition passport allows the students to have an individualized transition plan. Upon enrollment, students and their families will participate in an intake meeting to ensure that the necessary resources are set to promote positive student outcomes. Students will have the appropriate courses set for graduation and parents will have the necessary tools needed to support their child's learning.

Akia Jackson

06/15/2024

Actions

Evidence

6/9/2023

6/9/2023- The folder is in our google drive and will be shared upon request being that it contains confidential information.

Experience

6/9/2023

6/9/2023

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2023 this goal has been met. The administrative team meets weekly. The team leaders meet with the admin team monthly. The SIT members meet monthly as well. Admin and team leader meetings have an attendance rate of 100%. Our SIT meetings had an attendance rate of 74%. Our successes were the establishment of our meeting schedules. Agendas were created in a timely manner and shared with all team members. Agendas were uploaded to the appropriate platforms as well. During meetings we r meeting

<i>Evidence</i>	11/10/2022 Agendas and minutes are uploaded to the platform.			
<i>Experience</i>	11/10/2022 11/10/2022- Schedules and agendas were created to make sure that we have productive meetings planned for the entire year. We have meeting dates and calendars to view in order to get this done. Agendas are shared. Minutes are taken.			
<i>Sustainability</i>	11/10/2022 We will need to adhere to the meeting calendars and schedules. If a meeting is missed, it will need to be made up within that month. Minutes will need to be taken and uploaded. within the required timeframe.			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Distributed leadership and collaboration

Core Function: Dimension B - Leadership Capacity

Effective Practice: Monitoring instruction in school

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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Initial Assessment:

As of June 2023, action items for the goal; Informal and Formal observational data will be analyzed to determine needed supports (directed PD or targeted coaching, etc.) for teachers and instructional assistants have been completed. We have all current staff members trained in the PLCs at Work initiative from Solution tree. In addition to PLCs at Work, we have had staff members attend other professional development such as Building the Culture from Within, Crucial Conversations, Innovative Schools, and Unbound ED. We have attended core action walks at other schools such as Quail Hollow and Sedgefield. Through these walkthroughs, we gained knowledge on how to enhance our own coaching model to help support our teachers. In doing so and looking closer at our own instructional practices we saw an increase in testing scores. In third grade ELA we increased by 23.3%. In eighth grade math we showed 15.8% growth. Our successes for this goal were our "teacher bundles", internal core action walkthroughs, and the Insight Survey data. The insight survey data showed that all areas went up on the index chart by at least 1.5 points. We had 100% teacher participation on the completion of the survey. Our walkthroughs were conducted four times this year. Teacher bundles were targeted and tiered for our new teachers and then eventually all staff. When we looked at our insight survey data from the fall to the spring, we saw an increase in all categories. Our challenges were time management. In addition to that, we saw the need to make sure all teachers were competent and confident in knowing the content. Although there was an increase on the insight survey in all categories, our lowest increase fell in the category of academic opportunity. As we look at opportunities for the 2023-2024 school year, we have a need for all staff to be fully trained in the ULS curriculum. We want to increase the capacity of our staff by also developing an ILT that speaks the same language. We are looking to add a math and literacy facilitator and enhance our coaching model.

Limited Development
10/20/2022

How it will look when fully met:

When this objective is fully implemented, all collaborative teams will effectively operate with a high focus on instructional practices. Collaborative teams will effectively utilize their time, unpack standards and develop lessons as a team. High functional teams will have a clear understanding on how a lesson is to be taught and the a sound knowledge basis on how to implement the lesson with integrity.

Krystle Coles

06/15/2024

Actions

0 of 3 (0%)

8/8/23 The principal will develop a walkthrough calendar with look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S 3)

Fermandi Dyson

02/28/2024

Notes:

10/20/22 The principal will create ongoing professional development for instructional leaders that focus on developing and coaching collaborative teams to develop teams and systems that will help with school improvement. (Goal 1, 2, 3; Guardrail 3). (Title I Funds)

Fermandi Dyson

06/15/2024

Notes: PD for teacher leaders and administrators.
PD to support team leaders.
PD for teachers. (Cohort 2) PLC's @ Work

12/13

Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023, We have all current staff members trained in the PLCs at Work initiative from Solution tree. In addition to PLCs at Work, we have had staff members attend other professional development such as Building the Culture from Within, Crucial Conversations, Innovative Schools, and Unbound ED. We have attended core action walks at other schools such as Quail Hollow and Sedgefield. Through these walkthroughs, we gained knowledge on how to enhance our own coaching model to help support our teachers. In doing so and looking closer at our own instructional practices we saw an increase in testing scores. In third grade ELA we increased by 23.3%. In eighth grade math we showed 15.8% growth. These action steps helped with several SIP goals; Grade level collaborative teams will create rigorous standards-based aligned lessons. Lesson plans, pre/post tests, instructional activities will be analyzed to determine student needs to design and deliver differentiated instruction and support; Informal and Formal observational data will be analyzed to determine needed supports (directed PD or targeted coaching, etc.) for teachers and instructional assistants. Our successes for this goal were our "teacher bundles", internal core action walkthroughs, and the Insight Survey data. Our walkthroughs were conducted four times this year. Teacher bundles were targeted and tiered for our new teachers and then eventually all staff. When we looked at our insight survey data from the fall to the spring, we saw an increase in all categories. Our challenges were time management. In addition to that, we saw the need to make sure all teachers were competent and confident in knowing the content. Although there was an increase on the insight survey in all categories, our lowest increase fell in the category of academic opportunity. As we

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

Student academic and behavioral data will be shared and discussed weekly in CT meetings with all staff members necessary. Data will be disaggregated to identify strengths and opportunities for growth pertaining to student success. Data when then be utilize to inform instructional decision making within the school. Teachers will have the knowledge to independently utilize instructional data to form instructional decision making within their classrooms to meet the unique needs of the learners within their classrooms. Administration will meet weekly to discuss schoolwide data.

Evan Reissmann

06/15/2024

Actions

0 of 2 (0%)

10/21/22 Collaborative teams will meet weekly to discuss student progress and opportunities for growth and instructional realignment to plan effective lessons that will assist in school improvement. (Goal 1,2; FAM-S 30).

Admin Team and Grade Level Collaborative Teams,

06/15/2024

Notes:

11/10/22 Members of the admin team will develop Internal Core Action walks that are to be completed by the ILT members to provide insight on current instructional practices and provide immediate feedback on adjustments that should be made to promote positive student outcomes. (Goal 1,2; Guardrail 3).

Admin and ILT

06/15/2024

Notes: Internal core walks have happened quarterly. Feedback is shared with the teacher and reviewed by the ILT in order to improve instruction.

Implementation:

06/19/2023

Evidence

6/19/2023 Planning times are listed in the google folder that has been submitted.

Experience

6/19/2023 School staff worked hard to ensure that collaborative team planning times were sacred and included in the master schedule.

Sustainability

6/19/2023 We will continue to look at the feedback from our PLCs survey and build on that when planning for next year. We are looking to incorporate new staff members that will help and be beneficial to the planning and collaborative process.

Core Function:

Dimension C - Professional Capacity

Effective Practice:

Initial Assessment:

As of June 2023, the Admin Team strategically screens MyApp applications for all vacant positions (EC Teacher, EC Instructional Assistant, BMT, Parent Advocate, Support Staff/Electives). Teacher leaders and administrators also participate in CMS Career fairs when provided. Social Media sites are also used as recruitment tools to attract highly qualified candidates. Our successes with this goal are that the Admin Team utilizes an Interview Team approach to interviewing and recommending highly qualified candidates. Staff are included in the interview and recommendation process (to every extent possible). Staff members are rewarded and recognized by the following: Monthly Apple Award, Weekly Tiger Tales recognition by fellow colleagues, glow worms by colleagues, random notes of appreciation, monthly staff morale boosters. This year we also put together a well-planned staff appreciation week. This effort was enhanced by a strong bond with our sister PTO school, Providence Springs. Our challenges are those that the district faces as well and that is the pool for highly qualified staff applying to work in this field. We went through the year with many vacancies for PNAs. This was needed and critical; especially to our students that had this placed in their IEPs due to behavior needs. We also faced the hard decision of replacing staff members that did not align with our critical needs and expectations. Staff members are replaced by following the proper CMS protocols for replacement. As we look for opportunities for the 2023-2024 school year, we have plans to be fully staffed. Interviews have been ongoing and our efforts will continue until we are fully staffed. Staff recognition efforts and appreciation initiatives will continue as well.

Limited Development
10/20/2022

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When this goal has been fully implemented, all classrooms will be fully staffed including additional support such as PNA. With Metro being fully staffed, we will be able to address instructional and behavior needs. In addition to this retaining highly-qualified staff will show an increase in GLP on the NC Extend 1 tests at the end of the year. The staff will have input on staffing needs as evident by surveys that requests their input and feedback. The admin team takes this into consideration when recruiting.

Ashley Armstrong

06/15/2024

Actions

0 of 2 (0%)

10/21/22 The admin team will Work with the ILT, SIT, PTO, and staff using their feedback to create ways to attract highly qualified staff. (FAM-S 3, Goal 1,2)

Admin Team

06/15/2024

Notes:

11/10/22 The admin team will attend the CMS job fairs and work closely with the CMS recruitment staff to attract highly qualified candidates. (Goal 1,2)

Admin Team

06/15/2024

es:

Core Function:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

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:

As of June 2023, Metro School has established a consistent communication platform with expectations for parents. This aligns to the goal; Admin team and teachers will use various methods of communication (weekly newsletter, Parent Square, Curriculum Night) to ensure timely delivery of classroom expectations and importance of supporting instructional practices in the home. Parent Square Dashboard will be used to analyze effective communication from teachers. Teachers are required to make weekly posts using Parent Square to families communicating what students have learned for the week. Parents are also informed of upcoming parental engagement opportunities in addition to provided tips from the Student Support Services PLC. Metro School families actively participate in various activities.(Open House, Curriculum Night, Title 1 Parent meetings, SIT Team meetings, Special Events, Moving Up Ceremonies, etc.). Canvas, ConnectEd, and Social Media announcements are sent on a regular basis to keep families informed. Our successes were that we saw an increase in parent involvement/engagement.Out of 257 students' families, 97% are contactable according to the dashboard on the ParentSquare App. We have 58% of parents that prefer emails and 43% prefer text messages. The success of weekly posts was evident by the attendance at many parent events. We even saw an increase in parents serving on committees such as the PTO and SIT. Teachers posted on Parent square weekly. Our challenges were clear expectations on what should be posted and the frequency of parent workshops. As we look at opportunities for growth for next school year, we want to review expectations of what can be posted on the platform such as instructional ideas and ways for parents to help at home. We want to make sure new staff is aware of how to use the app. We want to increase our parent workshops and have more grade level activities. Offering them several times and in a variety of ways such as virtual will help this goal.

Limited Development

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

When this objective is fully met, in addition to teachers posting instructional content on a weekly basis with a focus on what has been learned for the week; they will also include tips/opportunities for parents to generalize these tasks in the home. Parents will be able to utilize shared information and provided resources to support their children's instructional, behavioral, and communication needs.

Peets Guice

06/15/2024

Actions

0 of 3 (0%)

8/8/23 Student services team will develop and conduct professional development for staff and parent workshops for families to provide information on resources available that will assist with our student population transitioning through and past our school. (Goal 3, Resources include; vocational programs, living arrangements, and post-secondary opportunities). (Title I Funds).

Student services team

02/28/2024

Notes:

8/8/23 The admin and SIT teams will collaborate with community stakeholders to provide information and events for parents/families to receive resources and build lasting relationships to increase engagement in the education process. (Goal 1,2; Guardrail 3).

Admin and SIT

06/15/2024

Notes:

10/20/22 Metro School teachers will complete weekly posts in Parent Square outlining the instructional content being taught for the week which will include supplemental resources that parents can utilize to enhance behavioral, communication, and instructional needs of individual students to help increase parent/family engagement and build the relationship between home and school. (Goal 1,2; Guardrail 3, FAM-S 3)

Admin Team and Grade instructio

Sustainability

6/19/2023 Teachers will be expected to continue to post. We will look to start to post instructional strategies and self-help skills to practice for our students. Parent workshops will increase next year. We will offer many ways to attend.