

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:

By May 2022, students taking the EOG/EOC Extend 1 tests will increase scores by 3% compared to last year's scores in Reading, Mathematics, Science 5, 8 & 10 grades (A2.04, A4.01, A4.06, A4.14, B3.03, E1.06) No summary performance data from last year for each grade level and content area tested due to COVID-19 "testing waivers"

By May 2022, 100% of students have access to grade level appropriate curriculum and instructional resources (printed and on-line) as their non-disabled peers. Every student has access to a rich, diverse and rigorous curriculum as evidenced by a tiered instructional systems that allows teachers to deliver evidence-based instruction aligned with the North Carolina Extensions and each student's IEP (A2.04, A4.01)

All teachers are attentive to students' social and emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary (A.406)

All teachers will have a duty-free lunch (B2.01)

All teachers will have at least 6.75 hours of duty-free instructional planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (2.03)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Administrative Team conducts weekly walkthroughs for teachers and instructional assistants. Google forms are used to provide immediate feedback. Additionally, last year teachers in Extend1 testing grade bands were trained to use Insight Advance (video recording of teaching lessons). The Administrative Team viewed uploaded videos and provided feedback based on the NCEES standards and indicators. Insight Advance will continue to be used this year.	Limited Development 09/03/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Teachers will achieve "proficient" or higher on all NCEES standards and indicators. Students will make academic and IEP goal progress evidenced by pre/post test scores, IEP goal data recorded into the district-provided progress monitoring tool, IEP progress reports, Extend1 test results.	Objective Met 06/06/22	Fermandi Dyson	06/08/2022
Actions					
	9/3/20	Staff will be trained and begin using the district-provided EC IEP progress monitoring tracker	Complete 10/07/2020	Holly Adams	09/28/2020
<i>Notes:</i> Completed 10-7-2020; artifacts uploaded into our Goal 1 Google folder					
	9/22/21	Staff will be trained to use the ECATS progress monitoring feature.	Complete 01/03/2022	Miranda Goodman	01/04/2022
<i>Notes:</i> EC Dept. ICTs will provide training during PLC/Collaborative Team meetings, with follow-up support as needed.					
	9/22/21	Admin Team will use revised Walkthrough forms with continuous improvement indicators and Reflection section for staff to request additional feedback from Observers.	Complete 06/08/2022	Dyson, Howe, Goodman, Adams, St.Pierre, Jimenez	06/08/2022
<i>Notes:</i>					
Implementation:			06/06/2022		
Evidence		1/27/2021 - Evidence/artifacts have been uploaded into our Goal 1 Google folder. 6/6/2022- Evidence/artifacts have been uploaded into our Goal 1 Google folder.			

Experience	1/27/2021 - Teachers received training on using the district's EC Data Tracker on 9-10-2020 and again during the Early Release Day on 10-7-20			
Sustainability	1/27/2021 - Classroom staff (teachers, instructional assistants) are expected to take data daily and enter the data in the EC Data Tracker. Data folders are frequently checked by Holly Adams and discussed during weekly grade level CT (collaborative teams) meetings. 6/6/2022- Classroom staff is expected to keep data on students IEP goals, behaviors and all academic areas. These data point are uploaded into ECATS progress monitoring system. Data folders are frequently checked by Holly Adams and discussed during grade level collaborative team meetings.			
A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers work in grade level Collaborative Teams (CTs) to create standards-based lessons plans for units of study. They create daily lessons, instructional activities, pre/post tests, and record data on student academic and IEP goal progress.	Limited Development 09/03/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Each student will have multiple data sources in their Google folder/portfolio: pre/post test scores, IEP goal progress, work samples from curriculum resources--Attainment, ULS, Canvas Google doc lesson activities.	Objective Met 06/10/21	Fermandi Dyson	06/04/2021
Actions				
	9/3/20 Data will be uploaded into each student's Google data folder monthly	Complete 06/01/2021	Holly Adams	06/04/2021

Notes: Completed 06/01/2021; Evidence in each PLC/Collaborative Team's Data folders and Q3 and Q4 Data Reviews by Admin Team

Implementation:		06/10/2021		
Evidence	6/10/2021 Completed 6/01/2021; Evidence in each PLC/Collaborative Team's Data folders and Q3 and Q4 Data Reviews by Admin Team			
Experience	6/10/2021 Completed 06/01/2021; Evidence in each PLC/Collaborative Team's Data folders and Q3 and Q4 Data Reviews by Admin Team			
Sustainability	6/10/2021 Data folders will be set up for 2021-22 academic year in each PLC/Collaborative Teams folder; Data Reviews will be conducted quarterly by Admin Team			

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
Initial Assessment:		<p>2019-2020 school year, teacher's received professional development around the concepts of B3 (brain, body, behavior). Teachers embedded "brain breaks" into their daily lesson plans. A B3 Lab was created with sensory items to engage students in B3 activities. B3 activities are supervised by staff. Data is collected for each student's participation in the B3 Lab activities.</p> <p>2019-2020 school year, the staff engaged in a school-wide book study reading "Mindfulness for Teachers". The purpose of the book study is to increase staff's knowledge and understanding of mindfulness strategies so that they can successfully utilize a variety of techniques to increase comprehension of best practices for working with students with special needs, as indicated by seven staff-made assessments.</p>	Limited Development 09/09/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All staff are attentive to students' social and emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	Objective Met 06/10/21	Cecilia St.Pierre	06/04/2021
Actions					
	9/13/19	All staff will participate in a school-wide book study based on "Mindfulness for Teachers" by Patricia A. Jennings	Complete 05/29/2020	Holly Adams	10/20/2020
		<p><i>Notes:</i> Team Leaders will continue presenting an overview and lead a discussion on Chapters 4 through 7. Staff have been actively participating in discussions and completing chapter post-tests. We will continue during the next 90 days.</p> <p>Chapters 4 and 5 were completed during face-to-face meetings prior to COVID-19.</p> <p>Chapters 6 and 7 were completed during the "remote work from home" period (March 16 - June 9).</p>			
	9/9/20	Teachers will use "Caring Schools" curriculum (K-12) and ULS (Transition band) to create daily social, emotional learning lessons for students. These lessons will be posted to each teacher's Canvas page.	Complete 05/28/2021	Holly Adams	06/04/2021
		<i>Notes:</i> Completed 5/28/21; Teachers created weekly SEL lessons, lessons were uploaded into Canvas, lessons were taught until the last day of school.			
Implementation:			06/10/2021		

Evidence	6/10/2021 Completed 5/28/21; Teachers created weekly SEL lessons, lessons were uploaded into Canvas, lessons were taught until the last day of school -- see Canvas course: Metro School Remote Learning 20-21_1595442398355			
Experience	6/10/2021 Completed 5/28/21; Teachers created weekly SEL lessons, lessons were uploaded into Canvas, lessons were taught until the last day of school.			
Sustainability	6/10/2021 Teachers will continue to create weekly SEL lessons using a curriculum suitable to use for students with intellectual disabilities.			
A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers will be using various district-provided curriculum resources (Attainment, ULS, Caring Schools, CMS Transition Year 4 Curriculum) to create lessons for grade level classes and upload them into the Canvas learning management system.	Limited Development 09/03/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Fall 2020 update, with remote/hybrid environment and use of funds: All teachers will have their daily teaching schedules in the Metro School Remote Learning 20-21 Canvas learning management system. Each grade level page will show the teacher's schedule, links to "live" lessons, links to recorded lessons, and links to daily assignments.	Objective Met 01/27/21	Miranda Goodman	12/18/2020
Actions				
	9/3/20 Build pages within the Canvas learning management system for each classroom and support/elective teacher with links to lessons plans, recorded lessons, daily activities	Complete 07/24/2020	Miranda Goodman	12/18/2020

Notes: Evidence of completion and on-going implementation in the school's Canvas Google folder:

<https://drive.google.com/drive/folders/1KhyL6WFuVc0wi1rmUYGr1WL8WgLe5Ukz>

Implementation:		01/27/2021		
Evidence	1/27/2021 1/27/2021- the link to our published Canvas site is: Metro School Remote Learning 20-21_1595442398355 ; other artifacts/evidence have been uploaded into our Goal 1 Google folder			
Experience	1/27/2021 1/27/2021- our school's Canvas site went "live" July 24, 2020 and has been in use for Full Remote Academy students, in-person and "remote learning" students since August 17, 2020			
Sustainability	1/27/2021 1/27/2021- teachers (classroom and support classes) upload pre-recorded lessons on a weekly basis. These "virtual" lessons are used during daily "live" Zoom teaching/learning classes. View link: https://drive.google.com/drive/folders/1KhyL6WFuVc0wi1rmUYGr1WL8WgLe5Ukz			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Master Schedule has instructional planning blocks of time weekly for grade level Collaborative Teams (CTs) to meet. CTs meet for 90 minutes to create standards-based pacing guides, units of study, daily lesson plans, pre/post tests, and instructional activities.	Limited Development 09/03/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		All lesson plans, pre/post tests, instructional activities will be uploaded into each teacher's page in our school's Metro School Remote Learning 20-21 Canvas learning management system. CTs will prepare weekly Agendas documenting the work of the Collaborate Team. Agendas will be housed in each CTs folder.	Objective Met 02/04/21	Miranda Goodman	01/04/2021
Actions					
	9/3/20	Grade level Collaborative Teams (CTs) folders in Google	Complete 02/04/2021	Holly Adams	10/16/2020
<i>Notes:</i>					
Implementation:			02/04/2021		
	<i>Evidence</i>	2/4/2021			
	<i>Experience</i>	2/4/2021			
	<i>Sustainability</i>	2/4/2021			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Grade level PLC/Collaborative Teams at Metro School meet weekly. During weekly meetings teams collaborate to create standards aligned lessons. The basis of collaboration begins with unpacking the standards by using the Essential Standards Chart. The chart guides teams discussions through breaking down the meaning of the standards, creating lessons aligned to the standards, designing rigorous activities, as well as, pre/post assessments. Metro School has placed a focus on the collaborative planning process, through sending staff to professional developments as well as, engaging staff in the practice of the collaborative process.

Limited Development
09/09/2019

<p><i>Initial Assessment:</i></p>	<p>Grade level PLC/Collaborative Teams at Metro School meet weekly. During weekly meetings teams collaborate to create standards aligned lessons. The basis of collaboration begins with unpacking the standards by using the Essential Standards Chart. The chart guides teams discussions through breaking down the meaning of the standards, creating lessons aligned to the standards, designing rigorous activities, as well as, pre/post assessments. Metro School has placed a focus on the collaborative planning process, through sending staff to professional developments as well as, engaging staff in the practice of the collaborative process.</p>	<p>Limited Development 09/09/2019</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>2021-2022 - Teachers use multiple curricula resources to create lessons and instructional activities. Collaborative teams meet weekly to create their classroom lessons aligned to Extensions NCSCOS and the District's Transition Curriculum. Teachers have resources to send home to families to work on at home, as well as activities in Canvas. Teachers will utilize the various curricula to create and deliver standards-aligned lessons.</p> <p>2020-2021 - Staff will continue to utilize the knowledge and skills acquired in the IRIS module trainings. Additionally, teachers received training in the use of Attainment curriculum resources (ELA, Math, Science). ULS will continue to support instructional lessons and activities. All of these resources will be used to create rigorous standards-based aligned lessons. Lesson plans, pre/post tests, instructional activities will be uploaded into each teacher's Canvas course page.</p> <p>2019-2020 - Staff attended Targeted Support and Improvement (TSI) training's in order to gain deeper knowledge and understanding of grade level curriculum, as well as, strategies to use in the classroom. Teacher lesson plans reflected the strategies learned during these grade level specific training's for Unique Learning Systems, Attainment, Learn and Lead, Augmentative Communication, B3 Strategies, Developing High-Quality IEPs, Addressing Disruptive and Non-Compliance Behaviors (Acting Out, Behavior Interventions). In addition, staff attended monthly school based professional development during staff meetings with a focus on TSI. Additionally, grade level representatives attended Communities in Practice professional developments, with a focus on alignment. Teachers collaborated to consider appropriate levels of mastery when creating pre/post assessments as well as, alignment to standards.</p>		Objective Met 06/06/22	Kelli Howe	06/08/2022
Actions					
9/23/19	Staff will engage in TSI trainings to gain deeper knowledge and understanding of grade level curriculum, and EC strategies.		Complete 05/29/2020	Kara Weyhenmeyer elected 8-20-19	10/16/2020
<p><i>Notes:</i> Staff have participated in training for the curriculum and TSI. This will continue for the second 90 days. Staff completed TSI trainings on-line during "remote work from home" (March 16 - June 9).</p>					

9/25/19	Grade level representatives will attend Communities in Practice professional developments focusing on alignment.	Complete 06/27/2020	Kara Weyhenmeyer elected 8-20-19	10/16/2020
<i>Notes:</i> We have made progress as of 90-Day Review. We will continue during the next 90 days. Leadership staff participated in COP meetings up to the date when COVID-19 "remote work" guidelines were implemented.				
9/13/20	Grade level CTs will create rigorous standards-based aligned lessons. Lesson plans, pre/post tests, instructional activities will be uploaded into each teacher's Canvas course page.	Complete 06/08/2021	Miranda Goodman	06/08/2021
<i>Notes:</i>				
9/21/21	Teachers will analyze pre and post assessment data to determine student needs, then design and deliver differentiated instruction and support.	Complete 06/08/2022	Miranda Goodman	01/21/2022
<i>Notes:</i>				
9/21/21	Walkthrough data will be analyzed by the Admin Team to determine needed supports for teachers, such as PD or coaching.	Complete 06/08/2022	Miranda Goodman, Brea Jimenez	06/08/2022
<i>Notes:</i>				
Implementation:		06/06/2022		
Evidence	6/6/2022 Completed, see Canvas course: Metro School Remote Learning 20-21_1595442398355			
Experience	5/28/2021 Completed, see Canvas course: Metro School Remote Learning 20-21_1595442398355 6/6/2022 Completed Canvas Course: Metro School Remote Learning			
Sustainability	6/6/2022 PLC/Collaborative Teams will continue to use Curriculum and Pacing Guides to create rigorous lessons and share them in CT Lesson Plan folders			

A2.05		ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will be using various district-provided curriculum resources (Attainment, ULS, Caring Schools, CMS Transition Year 4 Curriculum) to create lessons for grade level classes and upload them into the Canvas learning management system.	Limited Development 09/03/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All teachers will have their daily teaching schedules in the Metro School Remote Learning 20-21 Canvas learning management system. Each grade level page will show the teacher's schedule, links to "live" lessons, links to recorded lessons, and links to daily assignments.	Objective Met 06/10/21	Miranda Goodman	06/04/2021
Actions					
	9/3/20	Upload pre-recorded video lessons and links to Google docs instructional activities.	Complete 05/22/2021	Miranda Goodman	05/28/2021
Notes: Completed 5/28/21					
Implementation:			06/10/2021		
Evidence	6/10/2021	Completed 05/28/2021 - Pre-recorded video lessons and links were uploaded into Google docs spreadsheet with grade level instructional activities: https://drive.google.com/drive/folders/1KhyL6WFuVc0wi1rmUYGr1WL8WgLe5Ukz?usp=sharing			
Experience	6/10/2021	Completed 05/28/2021 - Pre-recorded video lessons and links were uploaded into Google docs instructional activities.			
Sustainability	6/10/2021	PLC/Collaborative Teams will continue to pre-record video lessons, with links to Google doc activities, and upload them in their Lesson Plans folders			
A2.25		The teacher builds students' ability to use a variety of learning tools. (5339)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. We will be utilizing the Canvas learning management system platform for all online content. Attainment and ULS will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.

In terms of CTs and planning, we are currently working to identify new processes and procedures to support staff as they plan in a socially distant and/or virtual model.

We have used (general, PTO, T1) school funds to purchase supports for standards-aligned instruction:

- * any additional platforms/digital tools purchased (Attainment, Insight Advance)

- * PD or resources including positions related to instruction and curriculum implementation

- * created instructional backpacks to send home with each student containing Communication Book, markers, crayons, AAC devices (per IEPs), iPads, etc.

Limited Development
09/09/2020

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All students will have their own book bag of instructional supplies, per their IEPs, to use at school and at home. Due to COVID-19 protocols, students will not be sharing items from their book bag with any other student. Students will use the Communication Books, iPads/Chromebooks and AAC devices to participate during in-person instruction, in a hybrid model and/or in a remote model throughout this school year.		Objective Met 06/10/21	Miranda Goodman	06/04/2021
Actions					
9/13/20	Assemble instructional backpacks to send home with each student containing Communication Book, markers, crayons, AAC devices (per IEPs), iPads, etc.		Complete 01/27/2021	Kelli Howe, Kim Peterson, Rhonda Chapman	06/04/2021
	<i>Notes:</i> Backpacks have been assembled and delivered to homes in need of technology (iPad/Chromebook and/or Hot Spots). Approximately 80 backpacks are on "back order" and will be assembled and made available for parent/guardian/caregiver pick up a.s.a.p. 1-27-21: the last 11 backpacks were delivered to homes of students currently participating in FRA, in-person learning currently under remote learning protocols				
Implementation:			06/10/2021		
Evidence	6/10/2021 On 1/27/21 ALL instructional backpacks were delivered to remote learning students				
Experience	6/10/2021 On 1/27/21 ALL instructional backpacks were delivered to remote learning students				
Sustainability	6/10/2021 Create new instructional back backs for any new students				

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
Initial Assessment:		2021-2022 - SSPLC focuses on where students are and what individual needs arise and how to support them. SSPLC team meets once a week.	Limited Development 09/09/2019		

FAM-S survey results drove this action. School funds purchase the Attainment Curriculum and Unique Curriculum for teachers to use to address all levels of students needs. Title 1 funds created Literacy Bins to be used by all students. These bins contain adapted grade level reading materials for students and classes to checkout.

2020-2021- Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. Additionally, we are using "Caring Schools" (K-12) and ULS (Transition band) to create social, emotional learning lessons. We will be utilizing the Canvas platform for all online content. Attainment and ULS will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.

In terms of CTs and planning, we are currently working to identify new processes and procedures to support staff as they plan in a socially distant and/or virtual model.

We have used (general, PTO, T1) school funds to purchase supports for standards-aligned instruction:

- * additional platforms/digital tools purchased (Attainment, Insight Advance)

- * PD or resources including positions related to instruction and curriculum implementation

- * instructional book bags

2019-2020 - All students at Metro School are exposed to a rigorous adapted curriculum based on the Extended Content Standards. All students at Metro School are given an Individualized Education Plan tailored to meet the individual needs of the students. For example students that have visual impairments, hearing impairments, intellectual disabilities, physical/orthopedic impairments, and behavioral disabilities. Teachers meet in collaborative team meetings to review and plan for effective teaching practices in which they align to the extended standards. Teachers and administrators focus on instructional data collected to look at student response to instructional practices which allows them to identify students who are showing deficits in content areas. During collaborative team meetings teachers

unpack individual content standards to break down the standard in student friendly terms and to ensure that all teachers understand the standard as it is written. The teams plan for how to tier instruction for their students based on the classroom data collected.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

2021-2022 - 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).

2020-2021 - Teachers received training on the use of the Attainment curriculum resources. Teachers will continue to utilize instructional strategies learned from last year's IRIS module trainings. Teachers will continue to address students who have not been successful with tier 1 instruction by Intensifying and tailoring instruction to support students with additional needs will be viewed in tiers 2 and 3. These strategies may include giving students more time, re-looping/re-teaching the materials, meet more frequently as they receive more intensive supports. Teachers will intensify and customize interventions before changing them for the students based on levels assigned in Attainment or ULS. Teachers will plan for a multi-tier approach for instruction during their collaborative team meetings. Evidence of this will be found on the unpacking the standards break downs for each subject and content standard and differentiated lesson plans. Additionally, teachers will utilize "breakout" rooms in Zoom; teachers and/or instructional assistants will work individually with students to provided additional instructional supports.

2019-2020 - All staff received intense TSI training via IRIS modules and monthly professional development during staff meetings. Staff use a multi-tiered system of support to help students make progress during content standard lessons. Tier 1 will include that all students receive instruction within an evidence-based, scientifically researched program. This will help to ensure delivery of a high-quality instructional program across all grade levels. All students receive tier 1 instruction. A section of the unpacking chart will have how to meet the needs of students who have not obtained mastery after a post assessment has been given on a standard.

**Objective Met
06/06/22**

Kelli Howe

06/08/2022

Actions				
9/23/19	Teachers will create weekly lessons plans during Collaborative Team meetings aligned with their grade level curriculum based on completion of Essential Standards Charts	Complete 05/28/2021	Miranda Goodman	06/04/2021
<p><i>Notes:</i> During 2019-2020 Remote Learning -- Essential Standards Charts and weekly lesson plans were uploaded into each grade levels' Collaborative Team folder. Collaborative Teams met weekly via Zoom to create remote learning lessons and upload them into their respective grade level Virtual Learning folders (March 16 - June 9). 2020-2021 - Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be the continuation of creating standards-based weekly lessons plans. Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models (Canvas, Attainment, ULS) to ensure we are meeting the needs of all student IEPs and RLP plans for both in-person and remote settings.</p>				
9/25/19	Teachers will administer pre/post test assessments on standards; in which, they will collect and review individual classroom data to devise a plan for students who do not meet mastery on standards at 85% or higher.	Complete 05/28/2021	Miranda Goodman	06/04/2021

Notes: 2019-2020 - Teachers administered pre/post test assessments and reviewed classroom data.
Pre/Post tests were administered prior to COVID-19 and data was uploaded into each Collaborative Team's data folders. No pre/post assessments were administered during COVID-19 remote teaching/learning (March 16 - June 9).

2020-2021 - Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be the continuation of creating standards-based weekly lessons plans. Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models (Canvas, Attainment, ULS) to ensure we are meeting the needs of all student IEPs and RLP plans for both in-person and remote settings. Additionally, we are utilizing the district's IEP Progress Monitoring data tracker to document student progress.
Teachers or instructional assistants will administer pre/post test assessments. Data will be uploaded into each student's data folder in their grade level Google drive folder.

9/13/20 Analyze student IEPs and RLP plans; develop a hybrid and remote master schedule that meets all student needs for A, B, and C rotations as well as the Remote Learning Academy.

Complete 05/28/2021

Holly Adams

06/04/2021

Notes: A, B, C rotations were developed by district transportation specialists. Full Remote Academy (D) sections were based upon parent choice.

9/21/21 Collaborative teams (PLCs) meet weekly to analyze data and discuss students who need additional support and/or refer to SSPLC.

Complete 06/08/2022

Miranda Goodman,
Holly Adams, Brea
Jimenez

06/08/2022

Notes:

9/21/21 SSPLC Team will meet weekly to analyze available data and determine how to support equitable access to content and resources for every student and family, with the goal of moving students to a less restrictive placement.

Complete 06/08/2022

J. Adams, S.White,
St.Pierre,
M.Goodman
E.Wallace

06/08/2022

Notes:

Implementation:

06/06/2022

<p>Evidence</p>	<p>6/10/2021 Lesson Plans folders in each CTs Google folders; pre-recorded video lessons were uploaded into Canvas: Metro School Remote Learning 20-21_1595442398355 6/6/2022 Lesson Plan folders in each CT google folder and Metro School Canvas</p>			
<p>Experience</p>	<p>6/10/2021 Completed 5/28/2021 -- ALL students (in-person and remote) had schedules in PowerSchool. PLC/Collaborative Teams created lessons and Google docs activities, pre-recorded lessons and uploaded them into the CTs Lesson Plans folder. Links were shared with the Canvas course manager and uploaded into Canvas: Metro School Remote Learning 20-21_1595442398355 6/8/2022- All students have schedules in power schools. All teams have created lessons and activities for every subject area and uploaded them to team Lesson Plan Folders. Links were shared throughout the year to add to canvas for when classrooms were quarantined. Literacy Bins were created for 8 different books.</p>			
<p>Sustainability</p>	<p>6/10/2021 PLC/Collaborative Teams will continue these same tasks next year 6/6/2022 Collaborative Teams will continue the work next year and be adding more Literacy Bins to their curriculum.</p>			

	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:	2020-2021 = Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs and RLP plans in both in-person and remote settings based on A, B, C rotations and Full Remote Academy.	Limited Development 09/13/2020			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	2020-20201- Each student will have a data folder in their grade level CTs Google data folder. Teachers will upload multiple data samples: pre/post tests, Attainment, ULS and utilize the district's IEP Goal Progress tracker. Blocks of "instructional support" time have been built into the master schedule with designated time for supplemental and intensive instruction.	Objective Met 06/10/21	Holly Adams	06/04/2021	
Actions					
9/13/20	2020-2021 - During weekly grade level CT meetings, teachers will monitor student progress with core, supplemental and intensive instruction. Decisions will be made by teachers whether students need enrichment or remediation lessons and activities.	Complete 05/20/2021	Holly Adams	06/04/2021	
<i>Notes:</i> Staff received the district's EC IEP Goal progress monitoring tracker. Training and discussions will take place during weekly grade level CT meetings.					
Implementation:			06/10/2021		
Evidence		6/10/2021 PLC/Collaborative Teams Data Folders in Google drive			

Experience		6/10/2021 During weekly grade level CT meetings, teachers used IEP goal trackers, academic trackers, Google docs activities reports to monitor student progress with core, supplemental and intensive instruction. Decisions were made by teachers whether students need enrichment or remediation lessons and activities.			
Sustainability		6/10/2021 During weekly grade level CT meetings, teachers will use IEP goal trackers, academic trackers, Google docs activities reports to monitor student progress with core, supplemental and intensive instruction. Data driven decisions will be made by teachers whether students need enrichment or remediation lessons and activities.			
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
Initial Assessment:		<p>2021-2022 - SSPLC focuses on where students are and what individual needs arise and how to support them. SSPLC Team meets once a week. FAM-S survey results drove this action.</p> <p>2020-2021 - At Metro School, the culture of a teacher's classroom reflects our school values and is seen in the class routines, expected behaviors, and relationships among teachers and students. Metro School has implemented B3 strategies and is using flexible seating in many of our classrooms. Our data shows that students are more focused and have less "acting out" behaviors using these research-based strategies.</p> <p>Our teachers know the importance of modeling and teaching appropriate strategies to help students learn to manage their own emotions and modify inappropriate behaviors. As evidenced by the data from using B3 strategies and flexible seating, when there is a positive learning environment students can be more focused on attending to lessons and participating in learning experiences.</p> <p>Metro School has three full-time BMTs to assist with classroom behavior management and implementing behavior modification strategies. Teachers, instructional assistants and BMTs collect behavior data that is used to track progress on IEP behavior goals and/or BIPs.</p>	Limited Development 09/09/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		2021-2022 - Master Schedule has time built in for SEL every day. Brea Jimenez works with teachers during weekly PLC/Collaborative Team	Objective Met 02/10/22	Erin Wallace 2-18-21 (replaced A.Wulf)	06/08/2022

meetings to create and delivering lessons. SEL lessons are derived from the Caring Curriculum, ULS "Positivity", and/or 7 Mindsets. The SSPLC Team will continue the work begun during 2020-2021 and meet weekly, continue using 2 STPS: CICO (Check-In, Check-Out) and Social Stories protocols and collect data; data will be reviewed during weekly meetings; continue having teachers bring behaviorally challenged students to SSPLC for review; continue recommending IEP Teams conduct FBAs and create BIPs to address challenging behaviors; continue utilizing Social Worker and Parent Advocate to assist parents with community supports.

Fall 2020-2021 update: Due to Covid-19, we will be providing B3 Lab instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. Selected grade levels will be utilizing the "Caring Schools" curriculum and/or ULS resources to create weekly Social Emotional Learning lessons.

Additionally, this year Metro School has a full-time Social Worker who will be leading the Student Services PLC team. The Social Worker and School Psychologist will be facilitating monthly SSPLC Team meetings (sample Agenda). We will have our first meeting on 10/1 at 1:30 and it be the First Thursday of every month thereafter. We have identified standing members: Social Worker, Psychologist, EC coordinating teacher, Family Advocate, and Nurse. The SSPLC guidelines suggests inclusion of other members such as BMT, and Admin. 2019-2020 - All teachers will be attentive to students' social and emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Students will be attentive and focused during lessons and demonstrate 85% mastery of content on pre/post tests and IEP goal progress. Students participating in the Extend 1 test will demonstrate a 3% growth in all content areas tested.

Staff have a school-wide PDP Goal based on the book "Mindfulness for Teachers" (Teachers and EC Instructional Assistants). Staff will read chapters by specific dates and discuss key points during monthly staff meetings. Staff will also participate in a post-discussion quiz to demonstrate mastery of learning key mindfulness concepts.

At Metro School, all staff are considered educators and participate in school-based professional development. Additional professional development will be provided to support staff knowledge of sound

practices to enhance effective social and emotional learning. Staff will be trained in trauma-informed approaches, how to analyze student inappropriate behaviors, teach coping skills, and how to help children process their own emotions, build resilience and maintain appropriate social interactions. Staff will collaborate with parents/guardians, our school psychologist, and parent advocate to utilize a multi tiered system of support, practice positive behavioral interventions, and seek out systems of care and/or wraparound services.

Students will participate in B3 lab strategies that include: soothing oneself, using appropriate behaviors, ignoring certain emotional events, exercises and/or relaxation routines, engaging with sensory items (carpet area, bean bags, fiber optic lighting, "stomp" pads, electronic hand-eye coordination wall, wall-mounted liquid-filled fish bubble tank). Data is collected and used to determine the effectiveness of strategies for each student.

Data collected by classroom staff and BMTs will be analyzed and used to adjust the classroom environment, embed social skills into daily instruction, track progress on behavior goals, or data will be used by IEP Teams to generate an FBA and create a BIP.

Actions

9/25/19	Professional Development on Addressing Disruptive and Non-compliant behavior.	Complete 04/29/2020	Cecilia St.Pierre	04/29/2020
<p><i>Notes:</i> Staff have been participating in PD on addressing disruptive and non-compliant behavior. We will continue during next 90 days. Staff participated in PD provided by Dr. Rob Pennington on "early release" days (March 4, April 29)</p>				
9/25/19	Staff have a school-wide PDP Goal based on the book "Mindfulness for Teachers" (Teachers and EC Instructional Assistants). Staff will read chapters by specific dates and discuss key points during monthly staff meetings. Staff will also participate in a post-discussion quiz to demonstrate mastery of learning.	Complete 05/29/2020	Cecilia St.Pierre	05/29/2020
<p><i>Notes:</i> All staff have participated in reading and discussing the first four chapters of our school-wide book study "Mindfulness for Teachers". They have also taken post-discussion quizzes. We will continue during the next 90 days. Chapters 4 and 5 were completed during face-to-face meetings prior to COVID-19. Chapters 6 and 7 were completed during the "remote work from home" period (March 16 - June 9).</p>				

9/23/19	When students return to in-person learning, classroom staff, B3 Lab staff, and BMTs will use behavior data collection systems to support targeted students (BIP, Crisis Plans). Data will be reviewed on a monthly basis by a SSPLC Team comprised of Social Worker, School Psychologist, Parent Advocate, Admin, BMT, and classroom teachers (as needed).	Complete 06/10/2021	Cecilia St.Pierre	06/04/2021
<i>Notes:</i> 2019-2020: Classroom staff and B3 staff used behavior data collection systems until COVID-19 remote teaching and learning went into effect on March 16 - June 9.				
9/13/20	Staff will receive training on the district's "Caring Schools" curriculum	Complete 06/10/2021	Holly Adams	06/04/2021
<i>Notes:</i> Staff did receive training and information on the "Caring Schools" curriculum. It was determined to be too cognitively high for our students to access; therefore, staff will receive training and begin utilizing the ULS "Positivity" social-emotional learning lessons.				
9/16/21	Provide training to all classroom teachers on "Working with Parents" (Ruby Payne training) to increase effective tools to communicate with parents/guardians. Tools to ensure the social/emotional needs of students are met.	Complete 09/16/2021	Kelli Howe, Cel St.Pierre, Erin Wallace	09/16/2021
<i>Notes:</i> Second phase of training with take place Jan. 24, 2022				
9/21/21	During scheduled SEL time, teachers will deliver lessons to support students' social and emotional needs that have been planned in collaboration with SSPLC team members.	Complete 06/08/2022	Brea Jimenez	01/21/2022
<i>Notes:</i> Teachers will be utilizing the ULS "Positivity" and "7 Mindsets" social-emotional learning lessons.				
9/21/21	Teachers will use observed data from SEL lessons to refer students who need additional support to the appropriate team (SSPLC, IEP).	Complete 06/08/2022	Brea Jimenez	06/08/2022
<i>Notes:</i>				
9/21/21	SSPLC Team will meet weekly to analyze available data and determine how to support equitable access to content and resources for every student and family, with the goal of moving students to a less restrictive placement.	Complete 06/08/2022	J. Adams, S.White, St.Pierre, M.Goodman E.Wallace	06/08/2022
<i>Notes:</i>				
Implementation:		02/10/2022		
Evidence	2/10/2022			
Experience	2/10/2022			

<i>Sustainability</i>		2/10/2022			
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 09/09/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		2020 -2021 SIT Team will continue the work started on the SIP during the 2019-2020 academic year. Goal Committees were formed and will continue to monitor action steps progress and upload artifacts/evidence into the SIP Goal folders housed in our shared SIT Google folders. Those SIT Goal folders have been uploaded/attached to Indistar.	Objective Met 06/10/21	Cecilia St.Pierre	06/04/2021
Actions					
9/13/20	Publish monthly SIT Team Agendas and Minutes to the school's website		Complete 06/04/2021	Amanda Bell elected 8-20-19	06/04/2021
<i>Notes:</i> SIT Agendas and Minutes of all monthly meetings were posted to the school's SIT/SIP website: https://schools.cms.k12.nc.us/metroEC/Pages/SchoolImprovementTeam.aspx					
Implementation:			06/10/2021		
Evidence	6/10/2021 Visit Metro School's SIT website: https://schools.cms.k12.nc.us/metroEC/Pages/SchoolImprovementTeam.aspx				
Experience	6/10/2021 SIT Chair had school's website manager post meeting Agendas and Minutes of Meetings				
Sustainability	6/10/2021 SIT Chair will continue to collaborate with school's website manager to post meeting Agendas and Minutes in a timely manner				

	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
Initial Assessment:			<p>Principal meets with Team Leads once a month to discuss implementation of instructional strategies, use of technology, use of student data tracking systems, requests for instructional supplies and resources. Information from those meetings are used in making decisions on how PLC/Collaborative Teams work, using school funds to purchase items, and student progress.</p> <p>Principal meets with SIT once a month to give updates on school events, instructional materials and supplies purchases, technology purchases, community partnerships, family involvement events, school-wide instructional events.</p>	No Development 09/09/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Team Leaders and SIT representatives will give reports/updates to their respective grade level teams. Parents will be informed and able to share information with parent groups. Evidence will be Team Leader meeting Agendas and PLC/Collaborative Team Agendas in "shared" Google drive folders. SIT meeting Agendas and Minutes in "shared" Google drive folders and posted on the school's website.	Objective Met 06/10/21	Fermandi Dyson	06/04/2021
Actions						
	6/10/21	Create and share Team Leads meeting Agendas	Complete 05/19/2021	Alpha Arnett elected 8-20-19	Notes: During Covid protocols, Team Lead meetings will be held via Zoom	06/04/2021
	6/10/21	SIT Chair will collaborate with administration to create monthly SIT Agendas and have notetaker take Minutes of meetings (both to be posted to our school's website).	Complete 05/20/2021	Amanda Bell elected 8-20-19	Notes: During Covid protocols, Team Lead meetings will be held via Zoom	06/04/2021
Implementation:				06/10/2021		

Evidence	6/10/2021 Team Leaders meetings: https://drive.google.com/drive/folders/1N0X5m01WUQ4jW43NKvWpmNG7HNqE5-vt?usp=sharing SIT Agenda and Minutes: https://schools.cms.k12.nc.us/metroEC/Pages/SchoolImprovementTeam.aspx			
Experience	6/10/2021 Holly Adams and Amanda Bell created and maintained meeting Agendas and Minutes, which were shared with all members.			
Sustainability	6/10/2021 Continue creating and sharing monthly Team Leads and SIT Agendas and recording Minutes of those meetings.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	2019-2020 - TSI and ILT Teams made monthly presentations to staff during the 2019-2020 academic year. Staff also completed TSI training modules. Collaborative teams (CTs) are creating lessons plans based on the state and/or district curriculum, Attainment and ULS for their grade levels (PreK, K, 1-2, 3-5, 6-8, 9-12, Transition). CTs are also creating and administering pre/post tests based on pacing guides. Classroom staff (teachers, instructional assistants) are taking IEP goal data. Data is being uploaded into CT data folders and discussed during weekly CT meetings.	Limited Development 09/13/2020		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	2021-2022- Teachers are given the opportunity to volunteer for different leadership roles throughout the school. (Team Lead, SIT, Mentor, Mediator, FSC, etc.)	Objective Met 06/06/22	Erin Wallace 2-18-21 (replaced A.Wulf)	06/08/2022
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Actions				
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	6/6/22	Teachers are given the opportunity to volunteer for different leadership roles throughout the school. (Team Lead, SIT, Mentor, Mediator, FSC, etc.)	Complete 06/08/2022	Fermandi Dyson	06/08/2022
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Notes:

Implementation:		06/06/2022		
Evidence	6/6/2022 6/6/2022- Completed leadership roles and completed lesson plans in CT folders			
Experience	6/6/2022 6/6/2022- Giving staff the chance to serve in leadership roles throughout the school			
Sustainability	6/6/2022 6/6/2022- Continued chances for leadership roles and continuing working with CT for academics and lesson plans			

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:

A walk-through bi-weekly rotation schedule for the administrative team to visit classrooms has been established and is being implemented. The walk-through cycle provides teachers and teacher assistants with informal impromptu observations with immediate feedback and is also utilized to monitor instructional practices. Administrators understand that visibility (on campus and in classrooms) and a focus on rigorous instructional is essential to increase teacher effectiveness and student achievement. The school also adheres to all district and state guidelines as it pertains to following the required evaluation timeline. The evaluation schedule has been shared with all individuals assigned to observations and the expectation all are completed before the due date.

Principal has established an overall Certified Staff Observation schedule:

Administrators will use the Insight ADVANCE system to video tape teacher observations using the mobile app or any device, in any video format. Insight ADVANCE fosters even greater opportunities for coaching. All live sessions can be recorded and archived for reference.

Teachers can:

- Upload videos of classroom instruction for self-reflection, and share with peers, observers and school leaders.
- Create professional learning communities by sharing videos with colleagues in their school or group.
- Embed notes or questions for personal reference or to provide context for observers.
- Engage with their instructional growth data in real time to identify their own areas of focus and take charge of their professional development.
- Access resources tied to their goals and needs.

Observers can:

- Conduct video or live in-person observations--embedding comments, notes and resources in the video or real-time.
- Tie all comments, notes, and resource assignments back to the

Limited Development
09/09/2019

instructional framework in use.

- Craft narrative feedback based on comments and notes from observations, providing ratings on the instructional framework - formally or informally - to identify areas of strength and growth.
- Launch live meetings or trainings for individuals, PLCs and more using ADVANCElive.
- Track their own scoring practices against the norms in the district to spark personal reflections about their own practice as well as that of their teachers.
- Upload resources for teachers.

Administrators can:

- Create scheduled windows for video and in-person observations, and track observations in progress.
- Schedule live trainings for teachers, coaches, PLCs and NICs using ADVANCElive.
- Ensure teachers and observers are paired appropriately, and review completed reports as they become available.
- Review observation results at the teacher or observer level in real-time, and pull detailed reports to meet specific needs.
- Configure summative evaluation systems and manage internal and imported data, generating final reports at the teacher, school, or district level.
- Conduct post-observation coaching sessions.
- Schedule one-on-one instructional coaching sessions.
- Increase the reach of coaching with group meetings and trainings for PLCs.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

2021-2022 - The Teacher and Teacher Assistant Walkthrough forms have been revised to reflect new continuous improvement

**Objective Met
06/06/22**

Fermandi Dyson

06/08/2022

performance indications. Both Walkthrough forms, when submitted, populate data into a Letter sent to the staff person. The staff person will complete the "Reflection" activity and have the opportunity to seek additional feedback from the Observer. Walkthrough data will be analyzed to determine needed supports for teachers, such as directed PD or coaching.

2020-2021 - Based on the data we were able to collect last year (prior to March 19, 2020), we feel that some of our strengths going into this year will be continuing to use Insight Advance feedback for staff teaching in Extend1 testing grades.

Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our systems for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will be updating practices to observe and coach teachers in both an in-person and virtual setting. We will also be updating the ways in which we provide teachers and instructional assistants feedback to ensure we are able to maintain a continuous coaching cycle regardless of the mode of delivery we are in. We have created a Walk-Through Schedule and use a Google doc walk-through forms for Teachers and Instructional Assistants.

2019-2020 - In addition to the current monitoring procedures the school will implement the Insight Advance platform. This platform connects self-reflection, coaching and peer collaboration, observation, and evaluation in one place to permanently impact how all educators involved in teacher growth are supported. Insight Advance is able to generate data that effectively and efficiently drives professional growth. Insight Advance can assure that administrators are involved in every phase of instructional planning even when they are off campus through attending live collaborative team meetings. This tool will increase opportunities to provide teachers with honest and supportive feedback that will help them see where their are opportunities for growth and identifying areas in which they excel.

Administrators will use the Insight ADVANCE system to video tape teacher observations using the mobile app or any device, in any video format. Insight ADVANCE fosters even greater opportunities for coaching. All live sessions can be recorded and archived for reference.

9/23/19	Insight ADVANCE will become a CMS "approved" vendor and a Purchase Order will be submitted to purchase this program/application.	Complete 09/30/2019	Fermandi Dyson	01/24/2020
<i>Notes:</i> Completed				
9/25/19	Insight Advance training will be provided to classroom teachers.	Complete 10/16/2019	Fermandi Dyson	01/24/2020
<i>Notes:</i> Completed				
9/25/19	Insight Advance will be fully implemented in all classrooms at Metro School. The expectation is that each classroom teacher uploads a video once a week so that feedback can be provided by an administrator. *Updated with the expectation that the video be updated once a month.	Complete 05/06/2020	Fermandi Dyson	10/16/2020
<i>Notes:</i> Teachers in all tested grade levels received training and are using Insight Advance. Teachers upload and share videos with administrators on a periodic basis. Administrators view the videos and provide time-stamp specific comments. We will continue during next 90 days. Trained teachers continued to create teaching videos, upload them into Insight Advance and share them with Administrators. Administrators continued to view videos and provide time-stamp specific comments AND link comments to NCEES standards/elements. Principal Dyson was successful in securing continuation of Insight Advance for the 2020-2021 academic year. No videos were required during COVID-19 remote teaching/learning (March 16 - June 9). However, the administrative team worked closely with the district to ensure our students with disabilities had access to technology devices (Chromebooks, iPads, HotSpots) in order to participate in remote teaching/learning activities. Every classroom teacher communicated with families at least twice per week regarding ANY need they may have (technology, feeding sites, access to EC Instructional Remote Learning packets, community resources, etc) in order to provide SDI (Specially Designed Instruction) and social-emotional support for our students. Teachers and Collaborative Teams followed our school's Virtual Learning Instructional Guidelines (copy uploaded into Annual Review folder) and can be viewed using this link: https://docs.google.com/document/d/1XCDw3dtg2nrQbwwGNDfrYWOuJ-tSLWhRtWRTgef4_E/edit?usp=sharing				
9/13/20	Continue using Insight Advance with specific Extend1 grade level teachers.	Complete 06/10/2021	Fermandi Dyson	06/04/2021

	<i>Notes:</i> 6-10-2021 This academic year teacher's created pre-recorded video lessons and used those to teach in-person and remote learning students. Administrators conducted in-person or Zoom walkthroughs and observations to provide feedback to teachers and instructional assistants.			
9/13/20	Continue Walk-Throughs during Remote Learning (following schedule, use Google doc forms)	Complete 06/10/2021	Fermandi Dyson	06/04/2021
	<i>Notes:</i> Completed 5//28/2021			
9/21/21	Walkthrough data will be analyzed to determine needed supports for teachers, such as directed PD or targeted coaching.	Complete 06/08/2022	Dyson, Howe, Goodman, Adams, St.Pierre, Jimenez	06/08/2022
	<i>Notes:</i> Holly Adams maintains the Admin Team Walkthrough Schedule. Miranda Goodman maintains the Google doc walkthrough forms with "add on" tool -- AutoCrat (generates the feedback letter immediately emailed to the teachers or teacher assistants).			
9/21/21	Implement directed PD and targeted coaching for teachers or instructional assistants based on trends from data analysis of walkthroughs.	Complete 06/08/2022	Dyson, Howe, Goodman, Adams, St.Pierre, Jimenez	06/08/2022
	<i>Notes:</i>			
Implementation:		06/06/2022		
Evidence	1/16/2020 Canvas course: Metro School Remote Learning 20-21_1595442398355 Grade Level pre-recorded lessons and Google activities spreadsheet: https://drive.google.com/drive/folders/1KhyL6WfUvC0wi1rmUYGr1WL8WgLe5Ukz?usp=sharing 6/6/2022- All walkthroughs formal and informal are completed throughout the school year.			
Experience	1/16/2020 Due to Covid protocols, instruction for the 2020-2021 academic year was delivered in a hybrid model of in-person and remote learning. Teachers created pre-recorded lessons that were uploaded into our Canvas course. Administrators conducted walkthroughs and formal observations in-person and via Zoom and provided feedback. 6/6/2022- All walkthroughs formal and informal will be completed throughout the school year.			

Sustainability	1/16/2020 Administrators will continue conducting walkthroughs, informal and formal observations. 6/6/2022- All walkthroughs formal and informal will be completed throughout the school year.			
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Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Resource Allocation			
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	D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		<p>2020-2021 - Metro School has been designated a Title1 school. Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. Additionally, we have provided teacher training in the use of Attainment curriculum resources. We will be utilizing the Canvas learning management platform for all online content. Attainment and ULS will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.</p> <p>We have used (general, PT0, T1, etc.) school funds to purchase supports for standards-aligned instruction:</p> <ul style="list-style-type: none"> * any additional platforms/digital tools purchased (Attainment, Insight Advance) * PD or resources including positions related to instruction and curriculum implementation * created instructional backpacks to send home with each student containing Communication Book, markers, crayons, AAC devices (per IEPs), iPads, etc. 	Limited Development 09/13/2020		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	2020-2021 - Metro School has been designated a Title1 school. Using Title1 funds, a part-time Math Teacher has been hired to work collaboratively with grade level CTs to provide support in creating standards-based math lessons. Attainment and ULS curriculum resources will be used to create rigorous lessons and instructional activities for in-person and remote learning. Additionally, instructional backpacks were purchased in order for each student to have a Communication Book, markers, crayons, AAC devices (per IEPs), iPad/Chromebook, Hot Spot etc. These will become the student's personal use only book bag so that students' will not have to share instructional materials (to minimize cross-contamination).		Objective Met 01/27/21	Fermandi Dyson	01/27/2021
Actions					
	9/13/20	Fill instructional book bags with Communication Book, markers, crayons, AAC devices (per IEPs), iPad/Chromebook, Hot Spot, student i.d. and deliver or have parent/guardians pick them up	Complete 01/27/2021	Miranda Goodman, Kelli Howe, Kim Peterson, Rhonda	12/18/2020
	<i>Notes:</i>				
Implementation:			01/27/2021		
Evidence	1/27/2021 - evidence uploaded into our Goal 1 Google drive folder: https://drive.google.com/drive/folders/1KhyL6WfUvC0wi1rmUYGr1WL8WgLe5Ukz https://drive.google.com/file/d/10rBzHKrDjWyzK8GsoC9g6uXKHtzLzp69/view?usp=sharing				
Experience	1/27/2021 - students who elected FRA received their backpacks via parent/guardian pick up; in-person learning students received their backpacks on Sept. 29, 2020; the last 11 backpacks were delivered to homes 1-27-2021				
Sustainability	1/27/2021 - instructional backpacks will continue to be supplied to incoming students through the end of this academic year				
Core Function:	Dimension D - Planning and Operational Effectiveness				
Effective Practice:	Facilities and technology				

	D2.03	Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.(5175)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>2020-2021 - Metro School was designated a Title1 school. We have at least 2 iPads and 1-2 Chromebooks per class. Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. We will be utilizing the Canvas learning management platform for all online content. Attainment and ULS will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.</p> <p>In order to support remote teaching/learning, Metro will need to acquire additional technology devices (iPads, Chromebooks) as well as Augmentative and Alternative Communication (AAC) devices such as: Step-by-Step switches, GoTalks, Big Talks, Jelly Beans, head switches, etc.</p>	Limited Development 09/13/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
	<i>How it will look when fully met:</i>	These additional instructional technology devices and AAC devices will be sent home with students in their instructional book bags. Students will use these devices to engage in remote learning as well as in-person learning. A one-to-one assignment of devices will enable students to participate in daily learning and instructional activities, thereby enhancing their learning. The Technology Facilitator has a database of classroom technology needs. The SLP team has reviewed student's IEPs and created a database to determine the type and number of AAC devices needed. Theh Technology Facilitator and SLPs have identified CMS approved vendors and pricing information. Information from these database sources will be used to generate purchase orders with rationale statements to use Title1 funds to procure these items.	Objective Met 06/10/21	Miranda Goodman	06/04/2021
Actions					
	9/13/20	Procure technology devices (iPads, Chromebooks) and AAC devices	Complete 01/21/2021	Miranda Goodman	06/04/2021

Notes: Completed 01/27/2021

Implementation:		06/10/2021		
Evidence	6/10/2021 6/10/2021; Purchase orders on file, fully implemented 01/27/2021			
Experience	6/10/2021 6/10/2021; Purchase orders on file, fully implemented 01/27/2021			
Sustainability	6/10/2021 6/10/2021; Purchase orders on file, fully implemented 01/27/2021			

	D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>2020-2021 - Metro School was designated a Title1 school. We have at least 2 iPads and 1-2 Chromebooks per class. Due to Covid-19, we will be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. We will be utilizing the Canvas learning management platform for all online content. Attainment and ULS will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.</p> <p>In order to support remote teaching/learning, Metro will need to acquire additional technology devices (iPads, Chromebooks) as well as Augmentative and Alternative Communication (AAC) devices such as: Step-by-Step switches, GoTalks, Big Talks, Jelly Beans, head switches, etc.</p>	Limited Development 09/13/2020		
		<p>Priority Score: 3 Opportunity Score: 2</p>	Index Score: 6		
	<i>How it will look when fully met:</i>	<p>These additional instructional technology devices and AAC devices will be sent home with students in their instructional book bags. Students will use these devices to engage in remote learning as well as in-person learning. A one-to-one assignment of devices will enable students to participate in daily learning and instructional activities, thereby enhancing their learning. The Technology Facilitator has a database of classroom technology needs. The SLP team has reviewed student's IEPs and created a database to determine the type and number of AAC devices needed. The Technology Facilitator and SLPs have identified CMS approved vendors and pricing information. Information from these database sources will be used to generate purchase orders with rationale statements to use Title1 funds to procure these items.</p>	Objective Met 02/04/21	Miranda Goodman	01/04/2021
Actions					
	9/13/20	Procure technology devices (iPads, Chromebooks) and AAC devices	Complete 01/28/2021	Miranda Goodman	01/04/2021
	<i>Notes:</i>				
	<i>Implementation:</i>		02/04/2021		
	<i>Evidence</i>	1/4/2021			

<i>Experience</i>	1/4/2021			
<i>Sustainability</i>	1/4/2021			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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

<p>Initial Assessment:</p>	<p>2021-2022, 2020-2021 - Metro School families actively participated in "live" Zoom or Facebook school-wide functions (Open House, Curriculum Night, Title 1 Parent meetings, SIT Team meetings, Special Events, Moving Up Ceremonies, etc.). Canvas, ConnectEd, and Social Media announcements were sent on a regular basis to keep families informed. Principal newsletters were sent home monthly.</p> <p>2019-2020 -The Metro School families continually receive correspondence regarding their students as well as about all the things that are happening in the building and how they can get involved in various ways. While the primary source of communication utilized with our families is the daily notebook and the phone calls for incidents or any medical needs that may arise our staff have gone beyond the notion of making contact when things are wrong and focused on continual contact with families to ensure that we are making a connection. Metro School welcomes families at the beginning of the year with an opportunity to meet the staff at open house. In addition to the traditional meet and greet the teacher we provide resources to connect our families with such as outside agencies that can provide services. Beyond the beginning of the year, we offer a curriculum night in the fall to review content specific academia that will be addressed throughout the year as well as show they can support their student. In addition to this parent-teacher conferences are held to discuss student progress. Beyond the academics and rigor, opportunity is offered to get our families engaged and connected through PTO and SLT committees. The Principal generates and sends home a monthly Principals' newsletter. ConnectEd messages are sent regarding specific school-wide events or information immediately needed by parents/guardians. Social media posts are made on Facebook and Instagram showcasing student success and/or community involvement activities. Lastly, the family engagement opportunity is offered through activities such as trunk or treat and zumba with the opportunity for the families of our students to come in and engage with our staff in a different manner.</p>	<p>Limited Development 09/09/2019</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>2021-2022 - Based on data, we will continue to use social media and Zoom to host events (Open House, Title 1 Curriculum Night, Parent workshops, celebrations, school-wide quarterly events). Canvas, our website, ConnectEd, Social Media, Principal Newsletter, teacher newsletters will also be used to communicate with families.</p>	<p>Objective Met 06/06/22</p>	<p>Fermandi Dyson</p>	<p>06/08/2022</p>

2020-2021 - Since the start of the 2020-2021 academic year, multiple ConnectEd messages have been sent to families with current information pertaining to remote learning. Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be increased "likes" and "follows" on our school's Facebook, Instagram and Twitter sites.

We will be hosting a "virtual" Title 1 Family "Curriculum Night" on September 24. Each grade level CT created a video to review how to access remote learning lessons in Canvas, as well as explaining their scholar's grade level curriculum, resources, and expectations.

2019-2020 - We published monthly Principals' Newsletters, teachers continued to send home weekly newsletters, ConnectEd messages will be sent as needed to parents/guardians. Our social media sites (Facebook, Instagram and Twitter) were enhanced to include information to parents/guardians/community about student learning, student celebration, staff spotlights, and upcoming events.

We posted a weekly instructional strategy on all platforms of social media to share ways for our families to support their students at home academically that is aligned with what is being done at school.

We continued to offer opportunities for our parents to make connections with Metro school staff around the curriculum by holding our annual curriculum night, parent teacher conferences and IEP meetings. During all of these forums our parents/families will have the opportunity to ask questions about instruction as well as receive ideas and feedback on how they can continue to support their students academically.

We celebrated and highlighted our students through our character education program monthly. Through this program a student from each grade band was highlighted and featured on our school bulletin board. They will then be celebrated at the end of the year with an assembly and an opportunity for their families to come in and celebrate with them--due to Covid-19 the end-of-year celebration did not take place.

Due to Covid-19, a large amount of instruction will take place in the remote setting either through a hybrid plan B, a fully remote plan C, or students who opt into the Full Remote Academy. We are working to provide parents and families with additional resources to help support their children with these models for instructional delivery. We are working to streamline our communication and instruction through the use of Canvas and ConnectEd messages. A monthly Principal's

Newsletter is uploaded into the home page of our school's Canvas site. Additionally, we are working to increase the number of parent supports and resources we are providing to parents as much of the instruction will be delivered in the home environment this year.

Actions

9/25/19	Teachers will conference with parents in regards to student progress through parent teacher conferences and IEP meetings.	Complete 02/27/2020	Fermandi Dyson	01/20/2020
<i>Notes:</i> Completed				
9/25/19	Parents/guardians/caregivers will participate in Curriculum Night to meet with grade level teachers and learn how specific Extensions content is taught, what instructional activities are use to present grade-level appropriate content to their scholars.	Complete 09/26/2019	Fermandi Dyson	01/24/2020
<i>Notes:</i> Completed				
9/23/19	Generate ConnectED messages and social media posts to (Facebook, Instagram, Twitter) about: <ul style="list-style-type: none"> - remote learning updates - Instructional strategies - Celebratory news - School branding - Community involvement 	Complete 05/28/2021	Fermandi Dyson	05/28/2021

Notes: We have been creating posting to our social media sites. We will continue for the next 90 days. Social media sites were used to showcase student achievements and staff recognition. Social media posts continued during COVID-19 remote teaching/learning to provide updates to families regarding CMS happenings, important school news, and broadcast virtual grade level "moving up" ceremonies, and our school's Virtual Graduation presentation of Senior Certificates on June 2. The administrative team worked closely with the district to ensure our students with disabilities had access to technology devices (Chromebooks, iPads, HotSpots) in order to participate in remote teaching/learning activities. Every classroom teacher communicated with families at least twice per week regarding ANY need they may have (technology, feeding sites, access to EC Instructional Remote Learning packets, community resources, etc) in order to provide SDI (Specially Designed Instruction) and social-emotional support for our students. Teachers and Collaborative Teams followed our school's Virtual Learning Instructional Guidelines (copy uploaded into Annual Review folder) and can be viewed using this link: https://docs.google.com/document/d/1XCDw3dtg2nrQbwwGNDfrYWOUj-tSLWhRtWRTgef4_E/edit?usp=sharing

9/22/21	Admin team and teachers will use various methods of communication to ensure timely delivery of classroom expectations and importance of the curriculum at home. (example: Curriculum Night - virtual, SSPLC - virtual Quarterly trainings for parents, sending home Attainment resources and adapted books).	Complete 06/08/2022	Miranda Goodman, Brea Jimenez, Kay Adams, Sheronna	06/08/2022
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Notes: SSPLC Parent Educational Opportunities: 1st Qtr - Guardianship, Conservatorship, Power of Attorney; 2nd Qtr - Post Secondary Resources; 3rd Qtr - Behavior Strategies; 4th Qtr - Summer Activities

9/22/21	Instructional materials and resources will be shared with families so they can support their children's learning.	Complete 06/08/2022	Miranda Goodman, Brea Jimenez	06/08/2022
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Notes: Attainment resource book, adapted books, Canvas activities. Use Social Media, website, and Canvas to send announcements to families. Also Principal Monthly newsletter to families. Teachers communicate daily via communication notebooks, phone calls, text messages, emails, Remind app, (preferred communication mode indicated by classroom parents).

Implementation:		06/06/2022		
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<p>Evidence</p>	<p>6/6/2022 Canvas "Announcements" on: Metro School Remote Learning 20-21_1595442398355 All the Metro School social media platforms can be accessed searching for "CMSMetroSchool"</p>			
<p>Experience</p>	<p>6/6/2022 Teachers conferenced with parents in regards to student progress through parent teacher conferences and IEP meetings. Parents/guardians/caregivers participated in a virtual Curriculum Night to meet with grade level teachers and learn how specific Extensions content is taught, what instructional activities are use to present grade-level appropriate content to their scholars. Generated Canvas "Announcements", ConnectED messages, and social media posts to (Facebook, Instagram, Twitter) about:</p> <ul style="list-style-type: none"> - remote learning updates - Instructional strategies - Celebratory news - School branding - Community involvement 			
<p>Sustainability</p>	<p>6/6/2022 We will continue to hold virtual and/or in-person Title 1 Parent nights, Curriculum Night, Parent/Teacher Conferences. We will continue to utilize Canvas "Announcements", ConnectEd messages, and our social media platforms to communicate with families.</p>			