



Strategic Plan and Preparing for Budget Development

GO Team Business Meeting #3



Agenda

- CCRPI
- Fall to Winter MAP Data Discussion
- GATE Numbers
- Review of Strategic Plan and priorities progress

Strategic Plan Updates

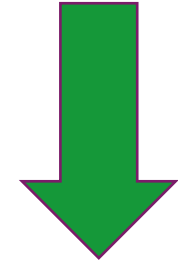
- Technology use at VHE
- Preparing for the Budget Development

Rank Strategic Priorities



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic
Plan

2

Summer 2024

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY24-24

3

August 2024

School Leadership
completed 2024-2024
Continuous
Improvement Plan

4

Sept. - Dec. 2024

Utilizing current data,
the **GO Team** will review
& possibly update the
school strategic
priorities and plan

5

Before Winter Break

GO Team will take
action (vote) on the
school's strategic plan
and vote on the ranked
strategic plan priorities
for SY25-26 budget
discussions.



Data Discussion





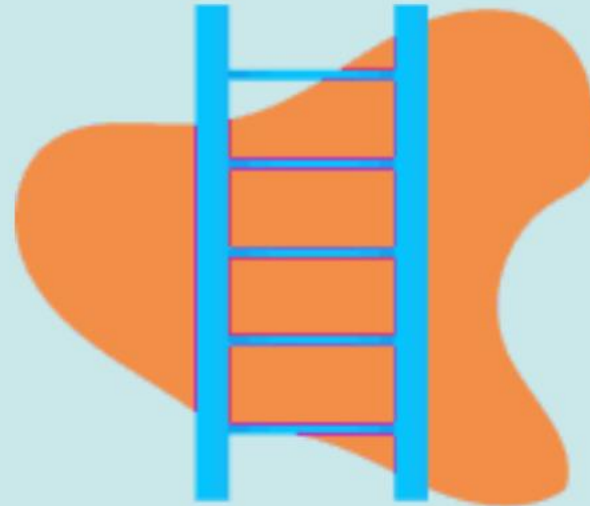
CCRPI



CONTENT MASTERY

100

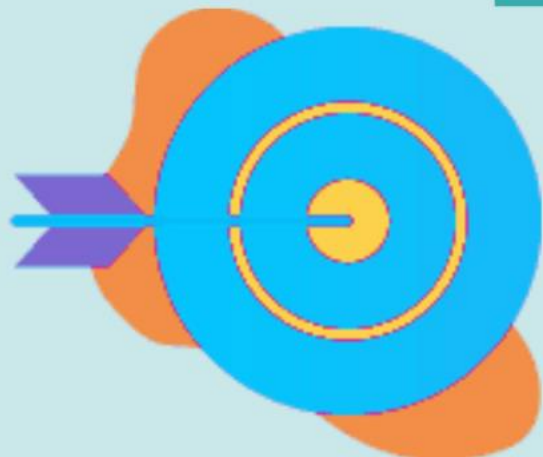
ELA - 100+
MATH- 100+
SCIENCE - 100+



PROGRESS

100

ELA - GROWTH - 100+
MATH GROWTH - 100+



CLOSING GAPS

**NO SCORE W/ 1ST
YEAR SCHOOLS**



READINESS

93.6

ABOVE LEVEL READING - 93.06
ATTENDANCE - 88.00
BEYOND THE CORE - 99.81

FALL & WINTER MAP COMPARISON - OVERALL

School	Window	Exams				
DISTRICT	Fall 2024-2025	21,768	32%	33%	24%	11%
	Winter 2024-2025	21,965	31%	32%	25%	12%

School	Window	Exams				
Lin	Fall 2024-2025	712	19%	41%	38%	
	Winter 2024-2025	723	19%	42%	36%	
Morningside	Fall 2024-2025	928	6%	20%	42%	31%
	Winter 2024-2025	940	6%	20%	41%	32%
VHE	Fall 2024-2025	792	8%	22%	39%	32%
	Winter 2024-2025	787	6%	20%	42%	32%
Springdale Park	Fall 2024-2025	561	12%	20%	36%	32%
	Winter 2024-2025	554	8%	19%	35%	37%
Jackson Elementary	Fall 2024-2025	555	11%	27%	38%	24%
	Winter 2024-2025	566	11%	22%	45%	22%
Brandon	Fall 2024-2025	1,139	12%	25%	38%	25%
	Winter 2024-2025	1,140	10%	24%	40%	26%
Burgess	Fall 2024-2025	737	13%	28%	36%	23%
	Winter 2024-2025	748	13%	28%	36%	23%
Bolton	Fall 2024-2025	691	18%	34%	34%	13%
	Winter 2024-2025	712	18%	31%	37%	14%

WINTER MAP COMPARISON - READING

School	Window	Exams				
DISTRICT	Winter 2024-2025	18,208				
Lin	Winter 2024-2025	361				
VHE	Winter 2024-2025	393				
Morningside	Winter 2024-2025	470				
Springdale Park	Winter 2024-2025	277				
Jackson Elementary	Winter 2024-2025	283				
Brandon	Winter 2024-2025	572				
Howard	Winter 2024-2025	1,057				
Burgess	Winter 2024-2025	374				
Bolton	Winter 2024-2025	356				
Parkside	Winter 2024-2025	359				
E Rivers	Winter 2024-2025	446				

FALL & WINTER MAP COMPARISON - READING

School	Window	Exams				
DISTRICT	Fall 2024-2025	10,889	34% 28% 24% 14%			
	Winter 2024-2025	11,001	33% 27% 25% 15%			

School	Window	Exams				
Lin	Fall 2024-2025	356	19% 37% 41%			
	Winter 2024-2025	361	19% 37% 41%			
Morningside	Fall 2024-2025	467	7% 18% 37% 37%			
	Winter 2024-2025	470	7% 18% 38% 37%			
VHE	Fall 2024-2025	397	9% 18% 36% 37%			
	Winter 2024-2025	393	8% 17% 39% 36%			
Jackson Elementary	Fall 2024-2025	278	12% 24% 34% 29%			
	Winter 2024-2025	283	12% 18% 40% 30%			
Springdale Park	Fall 2024-2025	281	14% 20% 31% 35%			
	Winter 2024-2025	277	10% 18% 32% 40%			
Brandon	Fall 2024-2025	571	14% 22% 36% 28%			
	Winter 2024-2025	572	11% 20% 38% 30%			
Burgess	Fall 2024-2025	366	16% 20% 36% 29%			
	Winter 2024-2025	374	14% 23% 32% 32%			
Bolton	Fall 2024-2025	345	17% 27% 36% 20%			
	Winter 2024-2025	356	19% 21% 39% 21%			

FALL TO WINTER - GROWTH- READING

School	Growth Timeframe	Exams			
DISTRICT	Fall to Winter (same school year)	23,356	47%	6%	48%
School	Growth Timeframe	Exams			
Beecher	Fall to Winter (same school year)	209	29%	7%	64%
Scott	Fall to Winter (same school year)	259	31%	8%	61%
Parkside	Fall to Winter (same school year)	558	35%	7%	58%
VHE	Fall to Winter (same school year)	610	36%	6%	59%
Brandon	Fall to Winter (same school year)	872	36%		60%
Jackson Elementary	Fall to Winter (same school year)	438	37%	6%	57%
Lin	Fall to Winter (same school year)	509	38%	6%	57%
BAMO	Fall to Winter (same school year)	244	39%	6%	55%
Springdale Park	Fall to Winter (same school year)	406	40%	6%	54%
Cascade	Fall to Winter (same school year)	250	40%		57%
Humphries	Fall to Winter (same school year)	188	41%		53%
Bolton	Fall to Winter (same school year)	507	41%		53%
Burgess	Fall to Winter (same school year)	550	43%	6%	51%

WINTER MAP COMPARISON - MATH

School	Window	Exams				
DISTRICT	Winter 2024-2025	18,152	34% 35% 21% 9%			
School	Window	Exams				
Lin	Winter 2024-2025	362	19% 48% 31%			
Morningside	Winter 2024-2025	470	6% 21% 45% 28%			
Springdale Park	Winter 2024-2025	277	6% 21% 39% 34%			
VHE	Winter 2024-2025	394	4% 23% 45% 28%			
Howard	Winter 2024-2025	1,048	14% 21% 26% 39%			
Jackson Elementary	Winter 2024-2025	283	10% 26% 50% 15%			
Brandon	Winter 2024-2025	568	8% 28% 42% 22%			
Burgess	Winter 2024-2025	374	11% 34% 41% 13%			
Parkside	Winter 2024-2025	361	22% 32% 32% 15%			
Smith	Winter 2024-2025	512	18% 38% 35% 8%			
E Rivers	Winter 2024-2025	447	20% 37% 33% 10%			
Bolton	Winter 2024-2025	356	18% 40% 34% 8%			
Beecher	Winter 2024-2025	136	19% 40% 31% 10%			

FALL & WINTER MAP COMPARISON - MATH

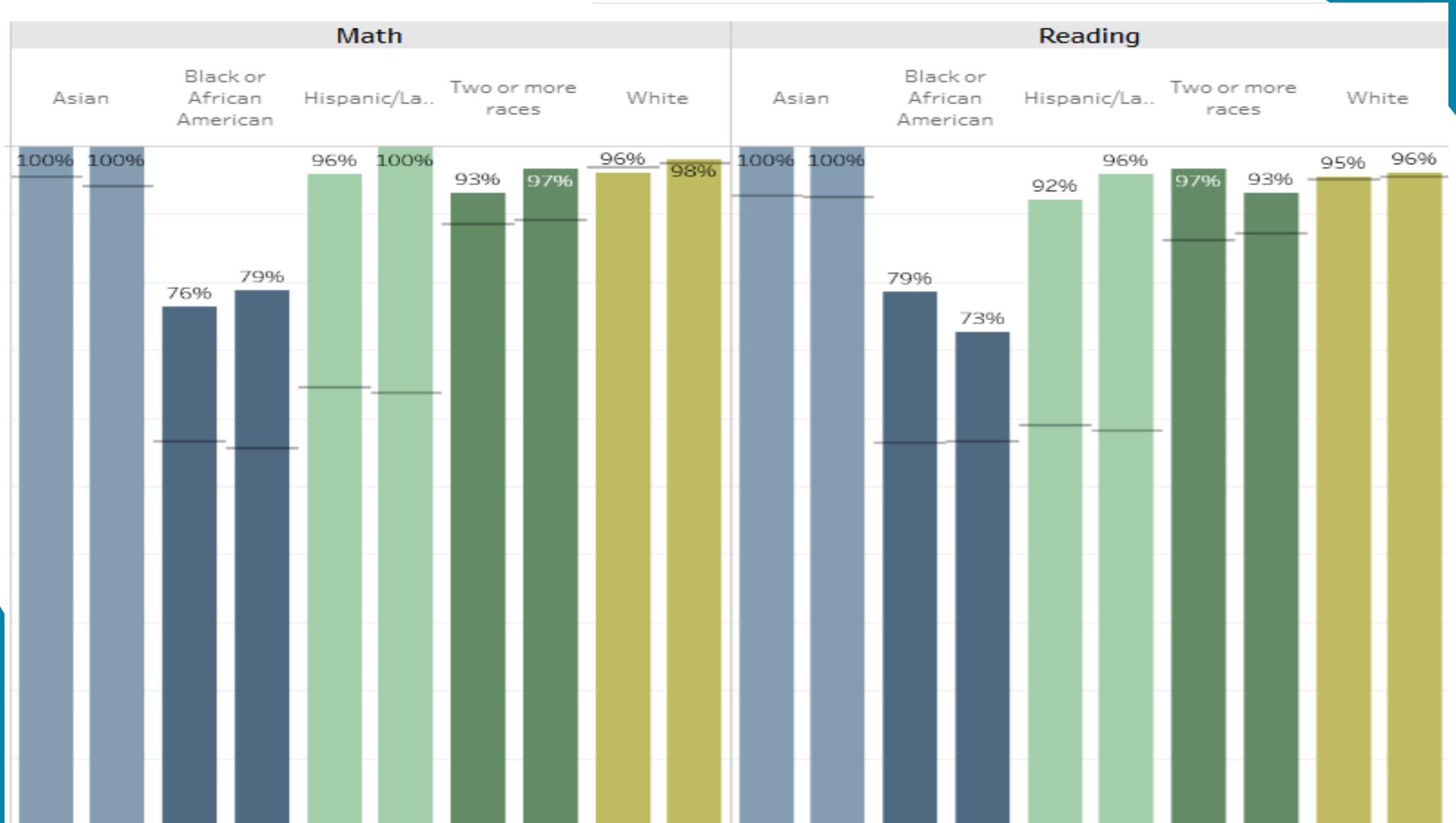
School	Window	Exams							
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	Winter 2024-2025	18,152	34%		35%		21%	9%	
School	Window	Exams							
Lin	Fall 2024-2025	356		19%		44%		35%	
	Winter 2024-2025	362		19%		48%		31%	
Morningside	Fall 2024-2025	461	5%	22%		47%		26%	
	Winter 2024-2025	470	6%	21%		45%		28%	
Springdale Park	Fall 2024-2025	280	9%	20%		41%		30%	
	Winter 2024-2025	277	6%	21%		39%		34%	
VHE	Fall 2024-2025	395	7%	25%		41%		27%	
	Winter 2024-2025	394	4%	23%		45%		28%	
Howard	Fall 2024-2025	1,062	14%	23%		28%		35%	
	Winter 2024-2025	1,048	14%	21%		26%		39%	
Jackson Elementary	Fall 2024-2025	277	10%	29%		43%		18%	
	Winter 2024-2025	283	10%	26%		50%		15%	
Brandon	Fall 2024-2025	568	10%	29%		40%		22%	
	Winter 2024-2025	568	8%	28%		42%		22%	

FALL TO WINTER - GROWTH- MATH

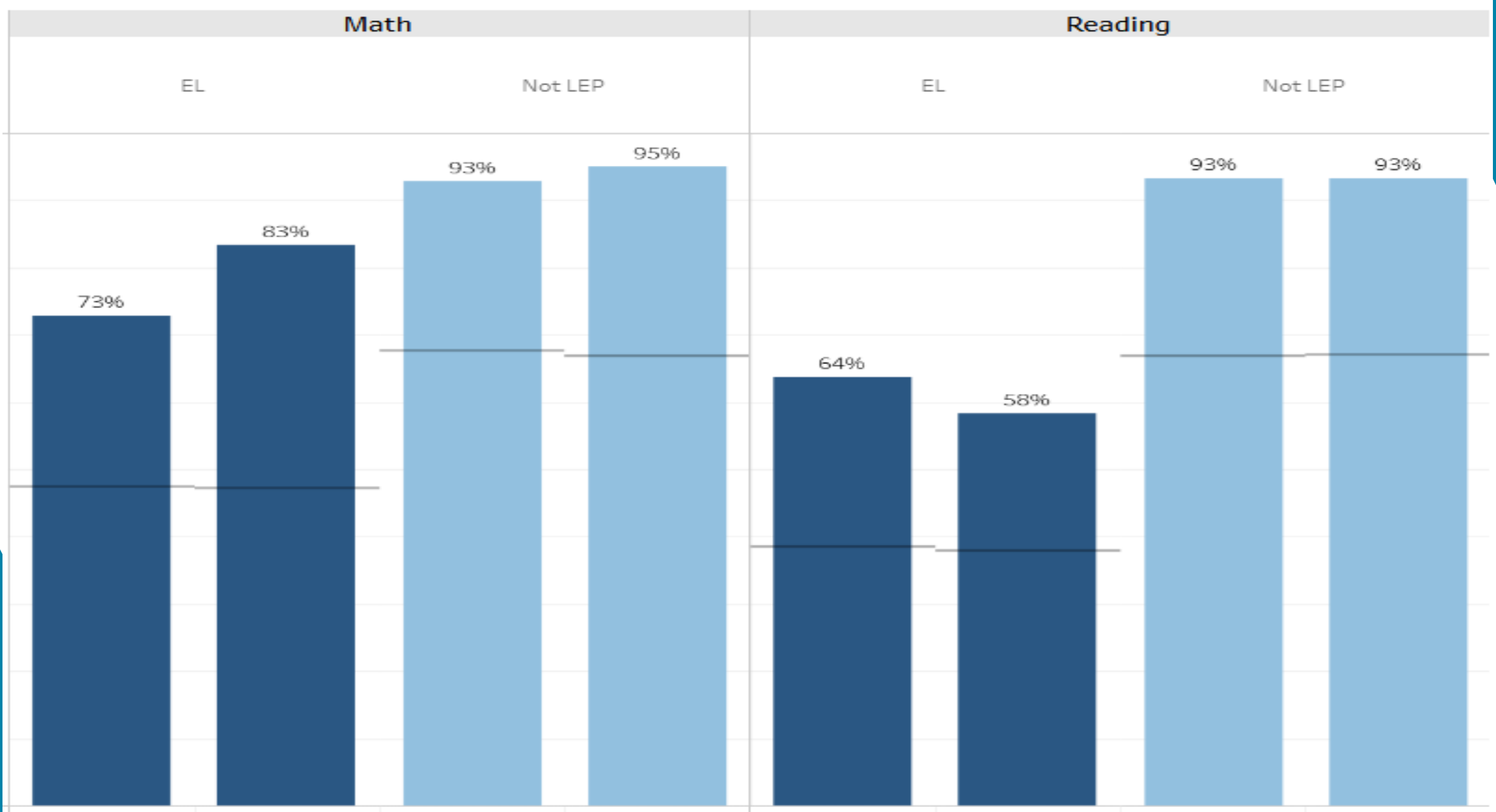
School	Growth Timeframe	Exams			
DISTRICT	Fall to Winter (same school year)	23,662	45%	7%	48%

School	Growth Timeframe	Exams			
Beecher	Fall to Winter (same school year)	208	23%	9%	68%
VHE	Fall to Winter (same school year)	610	31%	7%	62%
Springdale Park	Fall to Winter (same school year)	406	31%	7%	61%
Parkside	Fall to Winter (same school year)	561	34%	6%	59%
Finch	Fall to Winter (same school year)	240	35%	5%	59%
Scott	Fall to Winter (same school year)	265	36%		58%
Cascade	Fall to Winter (same school year)	249	37%		58%
Kimberly	Fall to Winter (same school year)	225	37%	6%	57%
BEST MS/HS	Fall to Winter (same school year)	214	38%	6%	56%
Brandon	Fall to Winter (same school year)	867	38%	6%	56%
Hutchinson	Fall to Winter (same school year)	230	38%	6%	56%
Morningside	Fall to Winter (same school year)	707	39%	7%	54%
BAMO	Fall to Winter (same school year)	242	39%	9%	52%
Lin	Fall to Winter (same school year)	510	39%	6%	54%

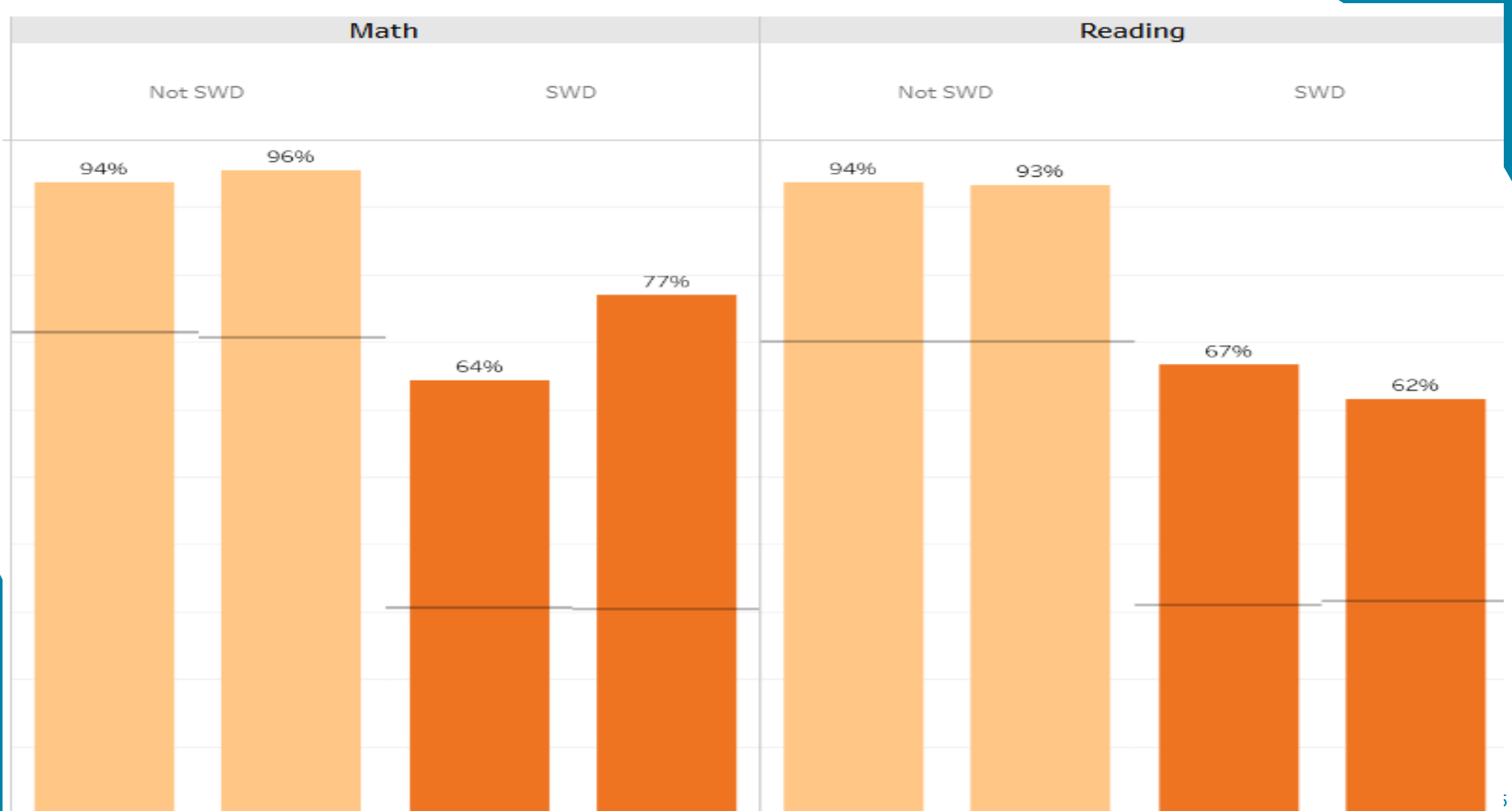
FALL & WINTER MAP COMPARISON - ETHNICITY



FALL & WINTER MAP COMPARISON - ESOL



FALL & WINTER MAP COMPARISON - SWD



GATE @ VHE	Current	Newly Eligible	Jan 25	Aug 25
1st	9	29	38	?
2nd	27	11	38	38
3rd	25	11	36	38
4th	37	7	44	36
5th	40	8	48	44
Kindergarten will test in spring				
Total	138	66	204	???

GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Strategic Plan Progress





Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

Vision: Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

SMART Goal #1 – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

SMART Goal #2 – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

SMART Goal #3 – Implement MTSS using research-based interventions to move students toward on-grade level performance.

SMART Goal #4 – Increase family engagement across all grade levels to actively participate in their child's literacy and numeracy development.



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Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data, Curriculum & Instruction, Signature Program

1. **Improve academic achievement** in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones.
2. **Close academic gaps**, in Math & Reading, for our school subgroups. (ESOL, African American, SWD)

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

1. **Create an Inclusive School Environment:** Foster a culture of belonging where every student feels safe, valued, and supported.
2. **Implement a Comprehensive Multi-Tiered System of Supports (MTSS):** Address academic, behavioral, and social-emotional needs through evidence-based interventions and supports.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resources Allocation

1. **Build Capacity Across All Grade Levels:** Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
2. **Enhance Teacher and Staff Retention Efforts:** Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.
3. **Equitable Resources:** Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes.

Creating a System of School Support
Collective Action, Engagement & Empowerment

1. **Develop Cross-School Collaboration Networks** Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
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- **Streamline professional learning communities (PLC)** where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
- **Provide teachers with training on how to navigate APSGraphs to take a deep dive in student data.**
- **Incorporate school wide writing block** for all teachers at all grade levels.
- **Incorporate gifted strategies** across all grade levels for all students. (% of teachers gifted endorsed)
- **Incorporating the VHE Design Thinking Process** to help guide our writing block. (include on lesson plan format)
- **Implement real-world PBL Opportunities** to encourage integrating content (STEAM), critical thinking, problem solving & collaboration.
- **Implement “WISE Time”** on GATE days for students needing remediation.
- **Implement the Readers are Leaders initiative** and strategies.
- **Extended Learning – Extended school day?**
- **Academic Enrichment clubs?**



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- **Strengthen Social-Emotional Learning (SEL) Programs:** Implement programs that build emotional intelligence, resilience, and interpersonal skills. Create a bank of pre-recorded lessons by administration – Counselor, AP, Principal, Coaches
- **Increase student attendance rates** for all students in all grade levels through incentive initiatives.
- **Enhance Teacher Capacity for Student Support:** Provide professional development to help educators address diverse needs effectively, leveraging technology (Culturally responsive teaching)
 - More book in MC where kids can see themselves
 - Texts aligned to standards and themes
- **Develop Personalized Intervention Plans:** Use data to identify at-risk students and provide targeted supports.
- **Strengthen Cross-Grade Level & Dept. Collaboration:** Ensure alignment between grade levels, instructional staff, and other school departments such as GATE, ESOL, SWD & EIP. Para support trainings.
- **Foster Student Goal-Setting and Reflection for academics and behaviors:** Empower students to set academic and personal goals and track their progress toward mastery.
- Better understand the accessibility of our building and the needs of students.



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School Strategies

- **Conduct Frequent Observations:** Add one additional observation, above district/state requirements, for all teachers to provide continued constructive feedback.
- **Establish Recognition Programs:** System to regularly recognize outstanding performance (e.g., “Teacher of the Month”). Celebrate staff contributions through public recognition, awards, and celebratory events.
- **Create a Work-Life Balance Initiative:** - Offer flexible scheduling options where possible (e.g., staggered start times, remote work for planning days). Partner with childcare providers to establish a partnership.
- **Conduct Exit and Stay Interviews:** - Regularly conduct stay interviews to understand what motivates staff to remain. Analyze exit interviews to identify trends and address underlying retention challenges.
- **Develop a Resource Allocation Framework:** Create a rubric or criteria to identify student groups with the greatest need. Include factors such as socioeconomic status, academic performance, and access to extracurricular opportunities.
- **Provide PD Opportunities district, state and national.**
- **Leverage Teacher Knowledge** – Asks teachers to provide PD to leverage their knowledge
- Mentor/Mentee support with other grade level teachers.



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- **Create a family resource center** to support engagement and collaboration
- **Engage Families and Communities as Partners:** Build collaborative relationships to support students’ academic and personal growth.
- Increase percentage of teachers with credentials or certifications for advanced learning (e.g. gifted, reading, math, ESOL, SPED)
- Form a teacher committee specifically working towards hiring highly qualified and effective teachers to join the VHE team.
- **Promote parent engagement** and involvement through PTO in 4 school wide PTO meetings a year. Topics to be determined based on parent input.
- **Promote parent engagement** and involvement through grade level family academic nights.
- Translation services and opportunities for parents who speak other languages to engage with teachers and the community.
- Strategic Feedback sessions with parents led by school. Grade level discussions with families. (PTO)
- Teacher perspective on what we can do better.



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

Vision: Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

SMART Goal #1 – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

SMART Goal #2 – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

SMART Goal #3 – Implement MTSS using research-based interventions to move students toward on-grade level performance.

SMART Goal #4 – Increase family engagement across all grade levels to actively participate in their child's literacy and numeracy development.

Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data, Curriculum & Instruction, Signature Program

1. **Improve academic achievement** in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones.
2. **Close academic gaps**, in Math & Reading, for our school subgroups. (ESOL, African American, SWD)

- **Streamline professional learning communities (PLC)** where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
- **Incorporate school wide writing block** for all teachers at all grade levels.
- **Incorporate gifted strategies** across all grade levels for all students. (% of teachers gifted endorsed)
- **Incorporating the VHE Design Thinking Process** to help guide our writing block. (include on lesson plan format)
- **Implement real-world PBL Opportunities** to encourage integrating content (STEAM), critical thinking, problem solving & collaboration.
- **Implement "WISE Time"** on GATE days for students needing remediation.

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

3. **Create an Inclusive School Environment:** Foster a culture of belonging where every student feels safe, valued, and supported.
4. **Implement a Comprehensive Multi-Tiered System of Supports (MTSS):** Address academic, behavioral, and social-emotional needs through evidence-based interventions and supports.

- **Strengthen Social-Emotional Learning (SEL) Programs:** Implement programs that build emotional intelligence, resilience, and interpersonal skills. Create a bank of pre-recorded lessons by administration – Counselor, AP, Principal, Coaches
- **Enhance Teacher Capacity for Student Support:** Provide professional development to help educators address diverse needs effectively, leveraging tech.
- **Develop Personalized Intervention Plans:** Use data to identify at-risk students and provide targeted supports.
- **Strengthen Cross-Grade Level & Dept. Collaboration:** Ensure alignment between grade levels, instructional staff, and other school departments such as GATE, ESOL, SWD & EIP.
- **Foster Student Goal-Setting and Reflection for academics and behaviors:** Empower students to set academic and personal goals and track their progress toward mastery.
- **Monitor and discuss Attendance** data during Whole Child Meetings f all students for excused and unexcused absences as well as accumulated tardies.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resources Allocation

5. **Build Capacity Across All Grade Levels:** Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
6. **Enhance Teacher and Staff Retention Efforts:** Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.
7. **Equitable Resources:** Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes.

- **Conduct Frequent Observations:** Add one additional observation, above district/state requirements, for all teachers to provide continued constructive feedback.
- **Establish Recognition Programs:** System to regularly recognize outstanding performance (e.g., "Teacher of the Month"). Celebrate staff contributions through public recognition, awards, and celebratory events.
- **Create a Work-Life Balance Initiative:** - Offer flexible scheduling options where possible (e.g., staggered start times, remote work for planning days). Partner with childcare providers to establish a partnership.
- **Conduct Exit and Stay Interviews:** - Regularly conduct stay interviews to understand what motivates staff to remain. Analyze exit interviews to identify trends and address underlying retention challenges.
- **Develop a Resource Allocation Framework:** Create a rubric or criteria to identify student groups with the greatest need. Include factors such as socioeconomic status, academic performance, and access to extracurricular opportunities.
- **Provide PD Opportunities district, state and national.**
- **Leverage Teacher Knowledge** – Asks teachers to provide PD to leverage their knowledge

Creating a System of School Support
Collective Action, Engagement & Empowerment

8. **Develop Cross-School Collaboration Networks** Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
9. **Foster a Culture of Shared Accountability** Engage all stakeholders—teachers, staff, families, and community members—in setting and achieving common goals for student success.
10. **Empower Students & Parents as Active Participants in Their Child's Education** Implement programs that encourage student voice, leadership, and ownership of their learning journey.

- **Create a family resource center** to support engagement and collaboration
- **Engage Families and Communities as Partners:** Build collaborative relationships to support students' academic and personal growth.
- **Increase percentage of teachers with credentials or certifications for advanced learning** (e.g. gifted, reading, math, ESOL, SPED)
- **Form a teacher committee** specifically working towards hiring highly qualified and effective teachers to join the VHE team.
- **Promote parent engagement** and involvement through PTO in 4 school wide PTO meetings a year. Topics to be determined based on parent input.
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Discussion

Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on the Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote to approve.

Strategic Plan Priority Ranking

- 
- Higher
- 1. Improve academic achievement** in Math, Reading, and Science by increasing the % of students scoring in the proficient & distinguished categories on MAP & Milestones.
 - 2. Close academic gaps**, in Math & Reading, for our school subgroups. (ESOL, African American, SWD)
 - 3. Create an Inclusive School Environment:** Foster a culture of belonging where every student feels safe, valued, and supported.
 - 4. Implement a Comprehensive Multi-Tiered System of Supports (MTSS):** Address academic, behavioral, and social-emotional needs through evidence-based interventions and supports.
 - 5. Build Capacity Across All Grade Levels:** Develop comprehensive training and mentorship programs that empower teachers & future leaders to drive school improvement, foster innovation, and implement equity-focused practices.
 - 6. Enhance Teacher and Staff Retention Efforts:** Create a supportive work environment through recognition programs, and initiatives that promote work-life balance and long-term commitment.
 - 7. Equitable Resources:** Distribute resources strategically based on student and school needs to ensure equitable support for underserved populations and maximize educational outcomes.
 - 8. Develop Cross-School Collaboration Networks** Establish professional learning communities (PLCs) and inter-school partnerships to share best practices, resources, and innovative solutions.
 - 9. Foster a Culture of Shared Accountability** Engage all stakeholders—teachers, staff, families, and community members—in setting and achieving common goals for student success.
 - 10. Empower Students & Parents as Active Participants in Their Child's Education** Implement programs that encourage student voice, leadership, and ownership of their learning journey.
- Lower

Technology Usage at VHE

64 Teachers/Staff



Technology Usage at VHE – Why do we use it? Teacher Perspective

- We use technology in the classroom to grow our book resources such as Epic.
- Prepare students for a technology driven society
- To prepare students for test taking and to prepare students for the real world.
- *To enhance learning, prepare children for the future, to differentiate learning.*
- We use technology in the classroom to support and supplement instruction. The use of technology also allows us to help students become more familiar with programs and apps that will benefit them as they continue to grow and learn.
- prepare student to be digital citizens and how to safely/ effectively use technology
- I use technology everyday as a tool for explicit differentiation both elevated and remediation. It creates an environment that values every child right where they are without singling them out in homogeneous groupings. Technology is crucial to foster the next generation of workers and learners in our ever-changing world.

Technology Usage at VHE

Why should we not use it? Teacher Perspective

- Could be overused, is passive at times, kids not invested, practicing errors and guessing
- Potential reduced communication and social skills, health reasons, distraction/overstimulation
- Technology can be expensive and sometimes the WIFI could cause problems.
- Over consumption between school and home. It can become "brain rot". Students have a lot of time outside of the classroom where technology and screen time plays a part of their day.
- Encouraging Hands-On Learning: Some skills are better learned through hands-on activities, like writing, drawing, or solving problems on paper. Limiting Screen Time: Too much screen time can affect students' focus, health, or ability to interact with others face-to-face. Building Social Skills: Group work or class discussions without technology help students learn how to communicate and collaborate directly with their peers.
- If it is being overused and not showing a benefit to support student learning and engagement, we should not use technology in the classroom.
- tech is expensive to repair/replace



Technology Usage at VHE

Would you consider teaching w/o technology?

- 64 total teachers/staff participated in the survey.
 - 53 Teachers/Staff said they would NOT consider teaching without technology
 - 8 Teachers said they would consider teaching without technology
 - 3 Paraprofessionals said they would consider teaching without technology





Where we're going

At our next meeting on January 15th, we will begin the discussion of the 2025-2026 budget.

Let me or the Chair know of any additional information you need for our future discussion.





Thank you