

## 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:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by ULS Benchmarks will show a completion rate of 100% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments (NC Extend 1) in grades 3-8 will increase from 0 % in SY2024-25 to 3 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments (NC Extend 1) will increase from 5 % in SY2024-25 to 10 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will remain at 100% for SY 2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of students scoring Grade Level Proficient (GLP), on English II assessments (NC Extend 1) will increase from 15% in SY2024-25 to 25 % in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of teachers will implement Capturing Kids Hearts strategies with fidelity during the 2025-2026 school year. (Aligns to A1.07, A4.06 and CMS Guardrail 2 and 3)

The school will retain 85% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The number of OSS/ISS incidents will decrease from 1% in SY 2024-25 to 0% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism (unexcused absences) will decrease from 7% in SY 2024-25 to 5% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>				
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>				
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KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>The goal of the LEA/School to align resource allocation (money, time, human resources) within each school’s instructional priorities has been met. As of June 2025, we had a strong group of stakeholders eager to participate in the School Improvement Team (SIT). Meetings were held virtually each month, and district feedback was positive throughout the year. Our participation rate averaged 78% per meeting.</p> <p><b>Successes:</b> We maintained consistent stakeholder engagement throughout the year, keeping the SIP central to discussions about improving instruction and the school environment. This focus directly contributed to measurable academic gains, including a 14.2% increase in Eighth Grade math proficiency and a 7.7% CCR level in Sixth Grade math. Many parents also served in leadership roles within the SIT, strengthening the home-school partnership.</p> <p><b>Challenges:</b> Scheduling meeting times that worked for all stakeholders remained a challenge. Adjustments were made during the year, and an end-of-year survey provided valuable input for scheduling improvements next year. Potential district-level calendar conflicts in the upcoming year may still require additional meeting adjustments.</p> <p><b>Opportunities and Next Steps for 2025–2026:</b></p> <ul style="list-style-type: none"> <li>• Meeting Structure: Based on feedback, we plan to offer both virtual and in-person meetings and shift our meeting schedule to the last Tuesday of each month to avoid administrative team conflicts.</li> <li>• Coaching Plan Alignment: This year, the administrative team will review and revise the Coaching Plan to ensure full alignment with the district’s RAD plan, allowing for a specific focus on districtwide goals and ensuring our coaching supports the broader CMS priorities.</li> <li>• Data-Driven Decisions: We will review coaching plan data frequently and gather ongoing stakeholder feedback to drive decision-making and adjust strategies in real time.</li> <li>• Capacity Building: Through targeted professional development and the use of coaching tools, we will increase leader capacity around instructional best practices and address inequities in</li> </ul>	Limited Development 09/14/2023		
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	<p>instruction and training.</p> <ul style="list-style-type: none"> <li>Impact Measurement: Growth will be documented in coaching logs and evidenced by an increase in teacher capacity and growth in Grade-Level Proficiency (GLP) on the NC Extend 1 tests.</li> </ul> <p>By strategically aligning our coaching work with the district’s RAD plan and embedding a continuous cycle of data review and stakeholder feedback, Metro School will strengthen instructional leadership, accelerate teacher growth, and continue to improve student outcomes</p>				
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<p><b>How it will look when fully met:</b></p>	<p>When this objective has been fully met, the administration team and members of the instructional leadership team will attend and be trained in the district-wide initiatives for effective instruction, school culture, and coaching. This will increase leader capacity around instructional best practices and address the identified inequity of instruction/training. The increase in leader capacity will be evident in our coaching logs and increase in teacher capacity as measured by an increase in GLP on the NC Extend 1 tests.</p> <p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>Budget reports reflecting priority aligned purchases</li> <li>Staffing assignments tied to student needs</li> <li>Capturing Kids Hearts Data</li> <li>FACE/CT notes documenting alignment of resources with instructional priorities</li> </ul>		<p><b>Fermandi Dyson</b></p>	<p><b>06/30/2026</b></p>	
<p><b>Actions</b></p>			<p><b>0 of 3 (0%)</b></p>		

8/8/24	<p>Within the 2025-26 school year, our school identified the following resource inequity, (instructional practices and resources), as a result, our school plans to mitigate this inequity by: The admin team will utilize CSI/Title I funds for the following items listed below to assist with the school’s instructional priorities and enhance learning for the 2025-2026 school year.(Guardrail 1; Goals 1,2,3)</p> <p>Two EIT 2 Position (Dept 905)</p> <p>AbleSpace: Instructional Monitoring (Invoice Sent, Demo to help with explanation) \$5,731.20</p> <p>Extended Employment: \$8,000 (PRC 105)</p> <p>Professional Development:</p>		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
8/26/25	<p>The school leadership team will review instructional priorities (literacy, numeracy, behavior/social-emotional supports) each quarter and align resource allocation accordingly. This will include assignming staff to support highest need areas, scheduling common planning time for collaborative teams, and strategically budgeting instructional materials and technology to maximize impact.</p>		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
9/12/25	<p>Metro School will utilize \$5,731.20 of Title I funds to contract with AbleSpace for IEP Progress Monitoring services in order to strengthen data collection, ensure timely adjustments to instruction, and increase the percentage of students meeting IEP goals from 60% to 75% by June 2026.</p>		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>			06/25/2025	
<b>Evidence</b>	<p>5/14/2024 Documentation can be found in the indicator folder on the platform.</p>			
<b>Experience</b>	<p>5/14/2024 The RELAY workshops were very helpful. The schedules at times conflicted with school, however our team was able to gain a lot of information.</p> <p>6/13/25- All funds were accounted for and in compliance with each funding department.</p>			

<b>Sustainability</b>	<p>5/14/2024 What was learned is going to be implemented in the upcoming school year as we plan to shift to a different coaching model.</p> <p>6/13/25 The funds will be looked at and needs determined for next year.</p>			
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<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

It is noted that Metro School does not have EVAAS data. As of June 2025, the student services team worked together to develop our own MTSS tiered level of support being that Metro is considered tier 3 under the MTSS umbrella. This addressed our SIP goal: Collaborative teams (PLCs) meet weekly to analyze data and discuss students who need additional support and/or refer to SSPLC. A4.01. This was created for behavior and the work for academics started as well. This will help guide small group instruction and levels of support needed both for academics and behaviors.

Our successes for this goal were the creation of the EmpowerED Coaching Plan and the Metro Big Five for academics and behavior. The ECP is where our teacher leaders served as coaches and provided coaching and modeling of lessons for teachers after tiering the level of support they need. Teachers were provided with a multi-step session of observation and feedback which included observation, modeling, and co-teaching of lessons and were then provided feedback after the completion of each component. Survey data was also taken after each component to ensure that the support provided was aligned to the teachers individual need. By May of 2025, 97.7% of our teachers were in the last part of the plan. 100% of our teachers completed at least ½ steps of the plan. As a result of seeing effective teaching, lessons were enhanced and we saw an increase in GLP of 15.8% in eighth grade Math. The Metro Big 5 gave the main 5 ideas around instruction and management pieces for behavior and instruction.

Our challenges with this goal as it relates to the ECP were scheduling constraints for our teacher leaders to go into the rooms to be completed and real time feedback provided. This time often conflicted with the walkthrough or observation schedule. Our challenges with this goal as it relates to the Metro Big 5 was that more time to model what classroom management and engagement looks like. Challenges for the 2025-2026 school year are to have coaches trained as coaches. Utilizing district resources and professional development provided for coaching will be key opportunities.

In looking at opportunities for next year, we want to enhance our coaching plan by continuing to use the Swivl system but to take a deeper dive into utilizing the system for enhanced coaching support in collaboration with our facilitators and New Teacher Title I coach . This will allow for feedback to be shared promptly. We also want to create a schedule for teachers to be able to observe other teachers and sign up to co-teach with colleagues. With everyone trained in the ULS

Limited Development  
08/01/2024

curriculum, this helped teachers know and understand the content. Checkpoint and Benchmark data will be reviewed so we are really utilizing the pre/post assessment data when making instructional decisions. Teachers 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 support, receive re-teaching, re-grouping, (OTEACA) and/or brought before the SSPLC for additional behavioral support. We will also be implementing an intervention lab throughout the instructional day to provide another layer of academic support to students using supplemental resources. Students who demonstrate significant growth/progress will be referred for consideration for a change in placement (LRE). The SSPLC will work to provide feedback on behavior support and plans. BMTs and the Behavior analyst conduct observations in classrooms and provide real time feedback and preventive strategies. The administration team continues to work to recruit and employ highly qualified teachers and be fully staffed. This is measured by attendance at recruitment/hiring events. The teacher bundle will be revised, however the coaching model will continue as an added layer of support to model and see effective teaching. Teachers will reflect on best practices and engage in open discussions on the feedback they receive from the teacher bundle/coaching package. The student services team continues to meet on a consistent basis to discuss behavior goals with teachers and strategies to improve student engagement during learning. The success of these action items is measured by an increase in GLP on the NC Extend 1 tests, a decrease in BMT calls/student service referrals, and completion of the coaching plan.

Our next steps are to implement a revised version of our coaching plan with a focus on teacher retention and development. This plan includes targeted support for teachers new to Metro School. The plan is layered with data driven professional development.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p><b>How it will look when fully met:</b></p>	<p>Metro School will know this goal is fully achieved when:</p> <ul style="list-style-type: none"> <li>• Every lesson is aligned to NC Extend 1 standards, as verified through master teacher reviews and classroom observations.</li> <li>• Peer coaching and Swivl video feedback are consistently embedded in instructional practice and documented in coaching logs.</li> <li>• Student Support Services PLC data demonstrate improved behavioral outcomes and increased time on task.</li> <li>• Coaching plan monitoring records and RAD plan alignment documentation confirm full fidelity of implementation.</li> <li>• Growth is reflected in student achievement data, including NC Extend 1 Grade-Level Proficiency (GLP) results and progress toward IEP goals.</li> </ul> <p>By integrating master teacher expertise, rigorous coaching systems, behavioral supports, and RAD-aligned monitoring, Metro School will sustain a high-quality instructional environment that accelerates learning and ensures meaningful progress for all students with disabilities.</p>		<p>Fermandi Dyson</p>	<p>06/13/2026</p>
<p><b>Actions</b></p>		<p><b>1 of 7 (14%)</b></p>		
	<p>8/7/24 Within the 2025-26 school year, our CSI -LP school will implement the following evidenced-based Intervention Lab (Use of EIT) to increase overall student performance. ILT Team and CTs will identify students who demonstrate the need for additional support and will receive re-teaching, re-grouping, and re-assessment to monitor progress towards growth. (Goal 2,3)</p>	<p>Complete 06/13/2025</p>	<p>Admin Team and Grade Level Collaborative Teams,</p>	<p>06/13/2025</p>
<p><i>Notes:</i></p>				
	<p>8/7/24 Student services team will revise a clear teaming structure with assigned roles and responsibilities and a consistent meeting schedule and agenda to discuss student specific interventions and progress monitoring data for Metro-created, tiered intervention plans. (Guardrail 3, 4)</p>		<p>Student services team</p>	<p>02/28/2026</p>
<p><i>Notes:</i> New team members are on the team.</p>				
	<p>8/7/24 ILT Team will create a coaching/modeling plan for teachers to deliver evidence-based instruction that is aligned with the individual needs of students across all tier levels. (Goal 2,3, FAM-S3)</p>		<p>Admin and ILT</p>	<p>06/13/2026</p>
<p><i>Notes:</i> The coaching plan has been updated and realigned to meet staff retention and development. This includes added support for all teachers new to Metro.</p>				

9/26/25	Metro School will utilize \$338.62 of Title I funds to purchase puck lights and a mobile whiteboard from Staples in order to create flexible, well-lit learning environments and provide teachers with mobile instructional tools, with a goal of increasing student engagement during small group instruction from 60% to 80% by June 2026.		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
9/26/25	Metro School will utilize \$3,195.00 of Title I Funds to funds to purchase and implement the Healthy Relationships curriculum in order to provide students with explicit instruction in social-emotional learning, conflict resolution, positive decision-making, with a goal of increasing the percentage of students demonstrating growth on SEL/behavioral benchmarks from 55% to 70% by July 2026.		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
9/26/25	Metro School will utilize \$1,535.70 of Title I funds to purchase In-Line 4 Communicators and Bright Red Switches from Enabling Devices in order to provide students with significant communication needs access to assistive technology, with a goal of increasing the percentage of non-verbal students demonstrating progress on individualized communication goals from 50% to 70% by June 2026.		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
9/26/25	Metro School will utilize \$30,881.25 of Title I Funds to fund the Aquaponics system (100 Gardens) in order to and design a hands-on interdisciplinary learning in STEM, fostering critical thinking, problem solving, and responsibility through the care of a living system in order to increase student learning and proficiency from 27%% to 37% by June 2026.		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/25/2025		
<b>Evidence</b>	6/25/2025 Evidence has been uploaded to the folders.			
<b>Experience</b>	6/25/2025 The creation of the EmpowerED Coaching Plan helped to increase teacher capacity and provide best practices for instruction. In addition, the SS PLC created another team known FACE team which helped to provide parent workshops while the student services team focused more on behavior strategies.			

<b>Sustainability</b>	6/25/2025 Best instructional and classroom management practices are needed. The coaching plan will continue to be tiered and aligned with the BTSP coaching model for the district.			
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<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

As of June 2025, Metro School has all current staff trained in the PLCs at Work initiative (Solution Tree) and continues to deepen a culture of collaborative, data-driven instruction. For the 2025–2026 school year, all newly hired teachers will be trained in PLCs at Work to ensure that every staff member shares a common framework for instructional planning, data analysis, and professional collaboration.

Key implementation actions include:

Curriculum and Instruction

- Teachers continue to use story-based instruction with accommodations, which contributed to increased classroom data scores during 2024–2025.
- The ULS curriculum is implemented with fidelity across all grade levels, ensuring that daily lessons are fully aligned to NC Extend 1 content standards.
- Benchmark and checkpoint data are monitored with fidelity and reviewed in weekly collaborative team meetings to inform instructional decisions.
- Implementation of Acquaponics Program to promote rich, hands-on learning by blending science, math, and sustainability in one engaging system. Students observe and care for fish and plants, apply measurement and data skills, and explore real-world problem solving. The program supports diverse learners with sensory-rich, accessible tasks and fosters responsibility, teamwork, and career-ready skills. It also deepens understanding of ecosystems and conservation, helping students connect classroom learning to environmental stewardship and their community.

Coaching and Leadership

- The Coaching Plan and Core Leadership Team (ILT) internal core action walkthroughs—scheduled at least twice per month—provide immediate, actionable feedback on instructional engagement and rigor.
- Permanent math and literacy facilitators strengthen content-specific coaching and support standards-aligned instruction.
- Teachers engage in peer observations and Swivl video feedback cycles to reflect on and refine their practice.

Data and Collaborative Practices

Limited Development  
07/08/2024

- Weekly PLC/CT meetings focus on instruction, behavior, and academic data to drive schoolwide implementation strategies and support growth in NC Extend 1 results.
- Administrators and teachers jointly review classroom observation data to drive coaching cycles and professional development priorities.

### **Successes**

- Content-Aligned Instruction: Differentiated lesson plans and story-based instruction have strengthened alignment to NC Extend 1 standards and improved classroom data outcomes.
- Coaching Impact: EmpowerED coaching, targeted ILT walkthroughs, and tiered support for teachers with lower ratings in Standard IV of NCEES have improved teacher practice.
- Student Achievement Gains: Eighth-grade math showed a 14.2% increase in Grade-Level Proficiency (GLP) in 2024–2025.

### **Challenges**

- ELA CCR Growth: No increase was observed in Third Grade ELA GLP, and CCR levels for Black and Hispanic students remain at 0%, signaling the need for deeper literacy-focused interventions.
- Scheduling and Capacity: Occasional scheduling conflicts reduced opportunities for timely feedback. Sustaining teacher leadership capacity and buy-in for ILT initiatives will be critical.

### **Opportunities and Next Steps for 2025–2026**

- New Teacher PLC Training: Ensure that all newly hired staff are trained in PLCs at Work, creating a consistent, collaborative approach to data-driven instruction across the school.
- Enhanced Observation Scheduling: Develop and maintain a master observation and feedback schedule to ensure consistency and reduce staff fatigue.
- Growth Mindset and Leadership Development: Strengthen a culture of shared leadership by increasing the number of teacher change agents and expanding ILT participation.
- Targeted ELA Support: Provide additional coaching and modeling in literacy instruction, with the literacy facilitator focusing on strategies to raise CCR levels for Black and Hispanic students.
- Deepen Data Use: Continue to use ULS benchmark/checkpoint

	<p>data and NC Extend 1 results to tailor instruction and accelerate student growth.</p> <ul style="list-style-type: none"> <li>• Sustain New Staff Onboarding: Deliver intensive onboarding for all new teachers and facilitators, ensuring quick adoption of curriculum features, PLC processes, and coaching practices.</li> <li>• Aquaponics</li> </ul>			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	<p>This goal will be fully met when:</p> <ul style="list-style-type: none"> <li>• CCR levels increase in line with SIP targets (<math>\geq 10\%</math> CCR for 3rd grade ELA, 8th grade math, and Math 1).</li> <li>• ULS benchmark/checkpoint data and NC Extend 1 GLP scores demonstrate measurable growth across grade levels.</li> <li>• ILT internal core action walkthroughs and coaching logs confirm consistent implementation of standards-based instruction.</li> <li>• All new staff complete PLCs at Work training, ensuring a unified approach to collaboration and data use.</li> <li>• Teacher leadership capacity and staff participation in ILT and peer-coaching initiatives are sustained and growing.</li> <li>• Implementation of an Aquaponics Program (\$30, 881.25)</li> </ul> <p>By ensuring new teacher PLC training, embedding data-driven instruction, and strengthening a district-aligned coaching model, Metro School will continue to build teacher capacity and accelerate academic growth for all students, with a special focus on increasing CCR rates for Black and Hispanic learners on the NC Extend 1 assessments.</p>		<b>Fermandi Dyson</b>	<b>06/06/2026</b>
<b>Actions</b>			<b>7 of 13 (54%)</b>	
8/22/24	Develop and execute a school-wide data analysis protocol for PLCs (grade level CTs) to analyze and review attendance, behavior, and common assessment data at least once a week. (Goals 1-3, FAM-S 29)		Complete 12/01/2024	Admin Team and Grade Level Collaborative Teams, 12/01/2024
	<i>Notes:</i> Collaborative teams meet weekly to discuss data. A Data analysis form has been created and is used when discussing student data.			
8/22/24	Develop, create, and execute internal core action walkthroughs performed by the instructional leadership team quarterly to provide feedback on system alignment school-wide. (All Goals) (12/1/24)		Complete 03/28/2025	Admin and ILT 03/28/2025
	<i>Notes:</i>			

7/8/24	Budget: \$10,000 (Instructional Field Trips, 050) \$7,779.51 (Supplies and Materials, 050), \$5,000 (Contracted Services, 105), \$155,000 (Supplies and Materials, 105), \$7,732 (Computer Software and Supplies, 105) \$50,000 (Furniture and Equipment, 105).	Complete 06/06/2025	Femandi Dyson	06/06/2025
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*Notes:* CMS Goal 2: Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.

CMS Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.

School Goal: Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the NC Extend I EOC will increase from 0% in June 2024 to 7.7% in June 2025, with an end goal of 45% by June 2029, through the use of their Title I Funds

Updates: The intervention lab has been developed with the use of PTO funds and CSI funds from last year. This lab will continue to be updated and a valuable resource for our students as we strategize to pull intervention groups. The Greenhouse will be revitalized so that it can effectively serve as an additional instructional learning environment to support the outdoor learning space implemented last year. This will also provide a space to plant and grow items in alignment with the community based instruction and community based training programs at Metro School. It's revitalization will support the sustainability of the program.

Updates: Field trip for K-2(Party Pet) Grade band in the total of \$425.00 . The requisition number is: 1224760 budget code: 3-454-050-5330-333

Updates: Field trip for Pre-K-2 Discovery Place. Grand total of \$735.73. Contracted services: Jumpin Jacks. Total of \$625.00. NC Fun Company, Grand Total of \$1350.00. NC Fun Company, amount \$1175. NC Fun Company, amount \$975. My Gems. Grand total of \$250. Mecklenburg Nature Center, amount \$95. Mecklenburg Nature Center, amount \$95.

Update: Field Trips for grade 3-5. Children's Theatre for a grand total of \$405.00.

Update: Field Trip for Middle School 6-8. Charlotte Knights 2025 Education Day for a grand total of \$1232.00. Contracted Services: Cara Zara for a grand total of \$200.

1/14/25	School will use \$10,000 of their Title I funds to extend learning opportunities to students through field trips that are directly aligned to the NC Extend I content standards.	Complete 06/06/2025	Fermandi Dyson	06/06/2025
<p><i>Notes:</i> CMS Goal 2: Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.</p> <p>CMS Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.</p> <p>School Goal: Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the NC Extend I EOC will increase from 0% in June 2024 to 7.7% in June 2025, with an end goal of 45% by June 2029, through the use of their Title I Funds</p> <p>Update: K-2 Grade Level Field Trip- Nascar Hall of Fame, amount-\$774.82</p> <p>Update: PreK Field Trip- Discovery Place, amount \$735.73</p> <p>Update: Transition Field Trip- Nascar Hall of Fame, amount \$779.59</p> <p>Update: Transition Contracted service trip; East Winds, amount \$1250.00</p>				
1/14/25	\$7,779.51 of Title I funds and \$155,000 of CSI funds will be used for supplies and materials to enhance the learning environment for students. (Goal 2,Goal 4)	Complete 06/06/2025	Fermandi Dyson	06/06/2025
<p><i>Notes:</i> CMS Goal 2: Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.</p> <p>CMS Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.</p> <p>School Goal: Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the NC Extend I EOC will increase from 0% in June 2024 to 7.7% in June 2025, with an end goal of 45% by June 2029, through the use of their</p>				

Title I Funds

Update: Consumable Materials for classroom use. Vendor-Lakeshore, amount-\$246.52. Consumable Materials for classroom use. Vendor-Kaplan, amount-\$228.27

Update: Hardison Cartridge- amount \$602.48 Req# 1236236

Update: Lakeshore- amount \$739.85 Req# 1236164

Update: Enabling Device-amount \$91.90 Req#1236156

Update: Staples- Amount \$58.98 Req#1236168

Update: Kaplan- amount \$110.97 Req# 1236184

Update: Lowe's-amount \$1670.39 Req# 1235949

Update: Pro- amount-\$387.52 Req# 1235447

Update: Early Childhood- amount-\$456.80 Req# 1235447

Update: Lakeshore- amount-\$388.57 Req#1236667

Update: Kaplan-amount-\$538.75 Req# 1236691

Update: Lowe's-amount- \$4,063.87 Req#1236934

Update: School Specialty- amount \$220.60 Req# 1237235

Update: Lowe's- amount \$3276.46 Req#1236934

Update: School Specialty amount \$1577.40 Req# 1237217

Update: Lowe's amount \$1012.21 Req#1237209

Update: Nasco amount \$3187 Req# 1237336

Update: School Health amount \$226.72 Req# 1237324

Update: Discount School Supply amount \$456.34 Req#1237311

Update: Staples amount \$178.98 Req#1237294

Update: Lakeshore amount \$541.40 Req#1237275

Update: Blick amount \$365.31 Req#1237251

1/14/25	\$7,732 of CSI funds will be used for computer software and supplies to support the instructional environment for students. (Goal 2,Goal 4)	Complete 06/06/2025	Fermandi Dyson	06/06/2025
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*Notes:* CMS Goal 2: Percent of students scoring CCR (college and career ready)on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.

CMS Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.

School Goal: Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the NC Extend I EOC will increase from 0% in June 2024 to 7.7% in June 2025, with an end goal of 45% by June 2029, through the use of their Title I Funds

1/14/25	In addition to this, \$50,000 in CSI funds will be used for furniture and equipment to support the needs of students with disabilities within their instructional environment.	Complete 06/06/2025	Fermandi Dyson	06/06/2025
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*Notes:* CMS Goal 2: Percent of students scoring CCR (college and career ready)on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.

CMS Goal 3: Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.

School Goal: Middle School will increase the percentage of students scoring CCR (college and career ready) on Math 1 as measured from the NC Extend I EOC will increase from 0% in June 2024 to 7.7% in June 2025, with an end goal of 45% by June 2029, through the use of their Title I Funds

9/23/25	Implement an Aquaponics program in the Metro School Greenhouse. This program will be partially funded by the Metro School PTO. (Metro School will pay \$30, 881.25)		Fermandi Dyson	06/06/2025
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*Notes:*

9/24/25	Metro School will utilize \$30,881.25 of Title I Funds to fund the Aquaponics system (100 Gardens) in order to and design a hands-on interdisciplinary learning in STEM, fostering critical thinking, problem solving, and responsibility through the care of a living system in order to increase student learning and proficiency 27% to 37% by June 2026.		Fermandi Dyson	06/26/2025
<i>Notes:</i>				
9/2/25	Develop, create, and execute Learning Walks where teachers observe each other. This will be a learning session for both the observer and the observed. Staff will participate in feedback sessions. (All Goals) (12/1/24)		Core Leadership Team	02/06/2026
<i>Notes:</i>				
9/24/25	Metro School will utilize \$3,195.00 of Title I Funds to funds to purchase and implement the Healthy Relationships curriculum in order to provide students with explicit instruction in social-emotional learning, conflict resolution, positive decision-making, with a goal of increasing the percentage of students demonstrating growth on SEL/behavioral benchmarks from 55% to 70% by July 2026.		Fermandi Dyson	06/26/2026
<i>Notes:</i>				
9/24/25	Metro School will utilize \$1,535.70 of Title I funds to purchase In-Line 4 Communicators and Bright Red Switches from Enabling Devices in order to provide students with significant communication needs access to assistive technology, with a goal of increasing the percentage of non-verbal students demonstrating progress on individualized communication goals from 50% to 70% by June 2026.		Fermandi Dyson	06/26/2026
<i>Notes:</i>				
9/26/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Fermandi Dyson	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/25/2025		
<b>Evidence</b>	6/25/2025 Evidence was provided through Title I documentation and meeting compliance all 4 quarters.			

<b>Experience</b>	6/25/2025 Funds were allocated appropriately for field trips and educational/instructional supplies. The EmpowerED coaching plan was implemented.			
<b>Sustainability</b>	6/25/2025 Gaining insight on how funds should be spent will continue to be useful.			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>As of June 2025, Metro School successfully met this goal by strengthening systems for behavior data collection, analysis, and action.</p> <p>For 2025–2026, these systems will be maintained and deepened:</p> <p><b>Behavior Data Systems</b></p> <ul style="list-style-type: none"> <li>Classroom staff, B3 Lab staff, and BMTs will continue to collect behavior data using existing tools (e.g., Google referral forms, BMT call logs).</li> <li>The BCBA will monitor referrals and calls, compile data monthly, and share with grade-level bands, ensuring timely visibility and response.</li> <li>Data will be reviewed monthly by the Student Support Services PLC (SSPLC)—including Social Workers, School Psychologist, Parent Advocate, Admin, BMT, and classroom teachers (as needed).</li> </ul> <p><b>Tiered Interventions &amp; Documentation</b></p> <ul style="list-style-type: none"> <li>Metro’s Tier 3 MTSS structure will remain the foundation for tiering students based on behavior data and IEP goals.</li> <li>Student folders containing crisis plans and a roadmap for student services referrals will continue to be accessible in all special area classrooms and shared with relevant staff.</li> </ul> <p><b>Attendance &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>The tiered attendance plan, reviewed and revised at the start of the year and shared with staff and families, will continue to be implemented at every level.</li> </ul>	Limited Development 08/01/2024		
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- The administrative team will monitor chronic absenteeism and integrate attendance data into behavior meetings and interventions.

#### Collaboration & Family Engagement

- The SSPLC will meet bi-weekly and partner with collaborative teams (CTs) to share monthly data and strategize on student supports.
- Intervention team meetings will be held for students with BIPs or crisis plans, bringing together families, teachers, and the SSPLC to ensure that progress, supports, and expectations are clear and shared.

#### Professional Learning & Coaching

- Professional development on classroom management and student engagement will continue to ensure all staff can support students during crises while keeping other students engaged.
- The Behavior Analyst will remain actively involved, observing classrooms and modeling strategies for teachers.

#### Successes

- Significant Decrease in Referrals: BMT calls and student service referrals decreased by 45% from the beginning to the end of the 2024–2025 school year.
- Zero OSS/ISS for Black Students: Out-of-School Suspension (OSS) and In-School Suspension (ISS) percentages for Black students remained at 0%.
- Strong Crisis Planning: A specialized student services sub-team developed and implemented individualized crisis plans for students needing intensive support.
- Simplified Processes: The referral and documentation process was streamlined and effectively communicated to staff.

#### Challenges

- Classroom Management During Crises: Maintaining engagement for non-involved students remains a key focus area.
- Chronic Absenteeism: Rates increased slightly from 46.88% to 48.84%, reflecting the complexity of serving a medically fragile student population.
- PNA Staffing: Hiring and retaining Personal Needs Assistants (PNAs) remains difficult and is likely to continue as a challenge

for 2025–2026.

**Opportunities and Next Steps for 2025–2026**

- Strengthen Intervention Meetings: Begin tiered intervention team meetings for students with BIPs or crisis plans to improve communication and progress monitoring.
- Expand Professional Development: Continue PD focused on engagement strategies and crisis management, enabling teachers to keep classrooms calm and productive during challenging situations.
- Address PNA Vacancies: Partner with the EC Department to explore contracting options and innovative recruitment to fill critical PNA positions.
- Enhance Attendance Efforts: Use tiered attendance plan data and monthly SSPLC reviews to identify root causes and reduce chronic absenteeism.
- Deepen Data Integration: Ensure that behavior data, attendance data, and IEP goals are fully integrated into SSPLC and CT meetings to drive proactive interventions.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

***How it will look when fully met:***

This goal will be fully met when:

- BMT and student services referrals decrease year over year.
- Chronic absenteeism declines, as tracked by the tiered attendance plan and CMS attendance data.
- Crisis plans and student services referral roadmaps are current and accessible to all staff serving identified students.
- PNA positions are filled or supported through external contracts, ensuring that all IEP-mandated supports are consistently implemented.
- Professional development participation and follow-through lead to stronger classroom engagement and fewer disruptions during crises.

By maintaining rigorous behavior data collection and review, expanding family and team-based interventions, and strengthening attendance and staffing supports, Metro School will continue to create a safe, structured environment where all students—especially those with significant behavioral or medical needs—can engage and succeed.

**Fermandi Dyson**

**06/10/2026**

Actions		0 of 7 (0%)		
2/24/25	Staff will attend Capturing Kids Hearts training in September and implement the EXCEL model with fidelity throughout the school year to support the SEL and behavioral needs of students and staff. (Guardrail 3,		Student Services Team	02/28/2026
Notes: September 9th Training September 23rd Training We utilize CKH skills throughout the day and during different aspects of the operations and procedures. Process Champions meet one a month to review CKH implementation.				
8/7/24	Admin team and members from the ILT will create and establish a school-wide behavior matrix to establish effective classroom management and reinforce school rules and procedures by positively teaching them and to support the SEL of students (Guardrail 2, 3, FAM-S30, FAM-S 31)		Admin and ILT	02/28/2026
Notes:				
8/7/24	Execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2023-2024. (Guardrail 2 and Guardrail 3, Attendance Plan)		Student services team	02/28/2026
Notes: Attendance Plan <a href="https://docs.google.com/document/d/10Rp5Prj2af6Bv_Jk6dl-uvYIJ2e3AWy6zCgIPnqW1E0/edit?usp=sharing">https://docs.google.com/document/d/10Rp5Prj2af6Bv_Jk6dl-uvYIJ2e3AWy6zCgIPnqW1E0/edit?usp=sharing</a>				
8/7/24	Student services team will revise a clear teaming structure with assigned roles and responsibilities and a consistent meeting schedule and agenda to discuss student specific interventions and progress monitoring data for Metro-created, tiered intervention plans. (Goal 4)		Student services team	06/13/2026
Notes: Implementation of student services handbook.				
9/26/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Fermandi Dyson	06/30/2026
Notes:				
9/26/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Fermandi Dyson	06/30/2026
Notes:				
9/26/25	To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Fermandi Dyson	06/30/2026

Notes:

<b>Implementation:</b>		06/25/2025		
<b>Evidence</b>	6/25/2025 Evidence can be found in the folders.			
<b>Experience</b>	6/25/2025 There was a strong emphasis on creating systems that would help with behavior management. Capturing Kids' Hearts was implemented with fidelity. In addition, the student services team created individual ABC data charts for students with intense behaviors.			
<b>Sustainability</b>	6/25/2025 The continued use of individual data trackers for students with high needs is found to be valuable when we discuss students in pretentious meetings.			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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

**Initial Assessment:**

As of June 2025, Metro School has a schoolwide communication platform and clear posting expectations for all teachers and administrators.

Key practices to sustain and deepen next year include:

ParentSquare as the Primary Platform

- All teachers are required to post weekly to ParentSquare to communicate what students have learned and upcoming events.
- The ParentSquare Dashboard is used to monitor teacher posting rates and analyze communication effectiveness.
- New staff will receive training at onboarding to ensure they can post, share instructional tips, and respond to families confidently.

Multi-Channel Family Outreach

- Canvas, ParentSquare, and school social media will continue to provide regular updates about curriculum nights, PTO/SIT meetings, Title I events, and special celebrations.
- Curriculum Nights, Lunch & Learns, and Parent Roundtables will remain key opportunities for parents to learn how to support instruction at home.

Expanded Engagement Opportunities

- In 2024–2025, Metro hosted four Lunch and Learn events and two Parent Round Tables, with 97% of families contactable through ParentSquare (58% preferring email and 43% text).
- For 2025–2026, Metro will increase the number of parent workshops and grade-level activities, offering them multiple times and in varied formats (including virtual) to reach more families.
- Parents will continue to receive family tips from the Student Support Services PLC and will be encouraged to join PTO, SIT, and other volunteer opportunities, as outlined in the revised 2025–2026 Parent Engagement Policy.

Event-Based Onboarding

- Open House will be used to connect every parent/family to ParentSquare, ensuring 100% enrollment on the platform.

**Successes**

Limited Development  
07/08/2024

- High Parent Connectivity: 97% of families are connected and contactable in ParentSquare.
- Increased Parent Leadership: More parents are serving on PTO and SIT committees, and all PTO board members for 2025–2026 are parents.
- Consistent Communication: All teachers posted weekly in ParentSquare during 2024–2025, contributing to strong attendance at events and parent workshops.

**Challenges**

- Content Depth of Posts: Continuing to guide staff on high-value instructional content to post—such as at-home strategies and learning extensions—remains an area of growth.
- New Staff Onboarding: Ensuring that new hires are quickly trained and comfortable with ParentSquare and other communication tools is essential for consistency.

**Opportunities and Next Steps for 2025–2026**

- Expand Workshop Variety and Access: Offer more parent workshops and grade-level events, repeating sessions at different times and in virtual formats to increase participation.
- Strengthen ParentSquare Usage: Provide ongoing coaching and posting ideas for teachers to help families reinforce instructional practices at home.
- Highlight Volunteer Roles: Make volunteer opportunities more visible and accessible to families, encouraging service in classrooms, PTO, SIT, and special events.
- Leverage Data for Improvement: Use ParentSquare analytics and event attendance data to measure impact and adjust strategies.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p><b>How it will look when fully met:</b></p>	<p>This goal will be fully met when:</p> <ul style="list-style-type: none"> <li>• 100% of families are connected to ParentSquare, verified during Open House and through the ParentSquare dashboard.</li> <li>• All staff—including new hires—consistently meet weekly posting expectations, with postings reflecting instructional content and at-home learning tips.</li> <li>• Parent engagement increases, measured by higher attendance at workshops, curriculum nights, and PTO/SIT meetings, and by the number of parents serving on committees.</li> <li>• Parent feedback surveys show satisfaction with communication and increased confidence in supporting their child’s learning.</li> </ul> <p>By ensuring universal ParentSquare access, expanding parent workshops and volunteer opportunities, and providing targeted support for staff communication, Metro School will deepen family engagement and strengthen the home–school partnership to support every student’s academic and social-emotional success.</p> <p><b>Financial Impact:</b></p> <ul style="list-style-type: none"> <li>• Metro Showcase (Curriculum Night) \$1,254.05</li> </ul>		<p>Fermandi Dyson</p>	<p>06/06/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>7/8/24</p>	<p>Budget: \$5,720.00 (Family Engagement)</p> <p>Metro School will utilize \$1,500.00 of Title I funds [and \$3,850, PRC 105] to support parent engagement activities (including parent workshops, family instructional nights, materials to increase at-home learning support, and community transition fairs that focus on post educational opportunities for students with disabilities) in order to strengthen family-school partnerships and increase parent participation in school events from (add percent) to (add percent) by June 2026. (Goal 4)</p>		<p>Fermandi Dyson</p>	<p>06/10/2026</p>

*Notes:* CMS Goal 4: Percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from \_\_\_ % to \_\_\_% by June 2029.

School Goal: Our goal is to provide our students and families with resources and experiences that help them function in society and possibly maintain jobs in the workforce. While also providing resources to our families for life after Metro. This will be measured by an internal family exit survey as students enter into the transition classrooms and curriculum.

8/7/24 Student services team will develop and conduct professional development for staff and parent workshops for families to provide information on resources available that will assist with our student population transitioning through and past our school. Resources include; vocational programs, living arrangements, and post-secondary opportunities. (Goal 4, Guardrail 2, 3)

Chiquita Boyd,  
Student Services  
Team

06/10/2026

*Notes:* Student Services - Lunch & Learn Series  
Quarter 1 - Guardianship D1.02, E1.06  
Quarter 2 -Behavior and Communication Supports  
Quarter 3 - Summer Programs  
Quarter 4 - Alliance Health Waivers

Student Services - Parent Round Table Series  
Quarter 1 - Navigating the IEP and 504 Process -  
Discussion Focus: Sharing experiences with evaluations, meetings, and advocating for services  
Understanding legal rights and how to collaborate effectively with schools  
Strategies for tracking progress and ensuring accountability E1.06

Quarter 2 - Emotional Wellness and Self-Care for Caregivers  
Discussion Focus: Managing caregiver stress, burnout, and mental health  
Finding time for self-care without guilt. Building emotional resilience and supporting one another through tough moments E1.06

Quarter 3 - Finding and Accessing Community Resources  
Discussion Focus - Identifying local programs, respite care, therapy providers, and support groups  
Tips for applying for grants, Medicaid waivers, or disability services.

Creating a shared resource directory for the group E1.06

Quarter 4 - Celebrating Milestones and Redefining Success  
Discussion Focus: Sharing personal stories of growth, breakthroughs, and proud moments  
Shifting perspectives on achievement and progress. Encouraging a strengths-based view of children with disabilities. E1.06

Student Services - School-wide programming  
Q1- Sept SSPLC Introductions & School Wide Expectations - A4.06  
Q1- Oct Behavior Plans & Progress Monitoring - A4.16  
(Goal 4, Guardrail 2, 3)

Q2- Nov -Home School Connection: Communication with Families and Caretakers  
Q2- Dec - Staff Rejuvenation/Self-Care Support  
Q2- Jan -BMT: Behavior Support and Strategies Refresher

Q3- Feb -Student Social-Emotional Support: Social Stories  
Q3-Mar -Resources to Support Student Safety and Care: Home School Connection  
Q4: April - BMT: Behavior Support and Strategies Review  
Q4: May - TBD/SSPLC Tips Newsletter

9/2/25 Metro School teachers will complete weekly posts in Parent Square outlining the instructional content being taught for the week which will include supplemental resources that parents can utilize to enhance behavioral, communication, and instructional needs of individual students to help increase parent/family engagement and build the relationship between home and school. (Goal 2,3; Guardrail 3, FAM-S3)

Admin Team, Grade Level Collaborative Teams

06/10/2026

Notes:

**Implementation:**

06/25/2025

**Evidence**

6/25/2025  
Evidence can be found in the folders and in the Title I Crate platform.

<b><i>Experience</i></b>	6/25/2025 Parent and Family engagement increased this year by building community partnerships and parent events.			
<b><i>Sustainability</i></b>	6/25/2025 The need for more parent-led events such as the Parent Round Tables was found to be valuable and important to continue to build the relationship between home and school.			