

Comprehensive Progress Report

Mission:

Rocky River High School strives to create a nurturing environment which embraces career readiness, academic proficiency, and global citizenship.

Vision:

To create a safe school climate where all students can achieve and teachers are empowered to be creative educators.

Goals:

Rocky River High School will provide a duty-free lunch period for every teacher on a daily basis. (B2.01)

Rocky River High School will provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Rocky River High School will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 4.5% in SY2021-22 to 13.4% in SY2022-23 and 25% in SY2023-24. (CMS Goal 2)

The percent of graduates earning a state high school endorsement will increase from 14.1% in SY2021-22 to 45.1% in SY2022-23 and 75% in SY2023-24. (CMS Goal 3)

Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 18.3% in 2021-2022 to 13.3% in 2022-2023 and 8.3% in 2023-2024.

Percent of students reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 22% in September 2021 to 32% in SY2022-2023 and 42% in SY2023-2024 (CMS Guardrail 3)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24 (95%). (CMS Goal 4)

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024. (CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, we increased our Math I CCR of 1.9% from 1.7% to 3.6% and have partially met our goal of 13.4% CCR. Further data indicating student progress includes an overall increase in Math 1 GLP of 5.4%. In addition, the school increased English II EOG scores 6.3% CCR and 12.3% GLP. According to the Spring Insight Survey, 77% of teachers agree that they have ready access to content experts to support their instructional planning, an increase of 8% in Spring 2023. Successes related to this indicator during the 2022-2023 school year include common planning time for all PLCs both during and after school as reflected by the Master Schedule. In addition, staff members utilized Canvas shells and platforms to deliver equitable instruction and resources. Math 1 PLC used curriculum commitments and teacher workbooks to plan and instruct courses and English 2 utilized Springboard curriculum with fidelity. The Bell schedule was modified mid-year to incorporate Enrichment into regular bell schedule while maximizing instructional time through a true 90 min block. Specific challenges that prevented us to meet our Math I goal were a high rate of student absences as well as internalization of the curriculum. Additionally, moving forward, we will lose two teachers from the Math I PLC.</p> <p>Opportunities to address those challenges include hiring high quality candidates to help us meet our CCR goal of 25%, including considering internal staffing adjustments that may best support Math 1 students. Additionally, it will be our 2nd year working with the Yearlong Math 1 curriculum, and that familiarity with the new pacing and schedule will be an opportunity for increased success.</p>	Limited Development 09/15/2022		

How it will look when fully met:	Upon full implementation, we will have a strong and active PLC framework in place. PLC's will continue to meet at least twice weekly (EOC 3x weekly) , as evident by a master PLC schedule. Data will be tracked to provide evidence to both school administration and available for district personnel. Lesson plans will be submitted weekly and available for review. Core Action Walkthroughs will provide evidence of Core Actions as required. Student achievement data and student growth data will show increase schoolwide.		David Legrand	06/15/2024
Actions		0 of 3 (0%)		
10/11/22	Establish standardized PLC expectations throughout the school: a) Establish a structure for recording PLC norms, agendas, minutes, data collection, and action planning, b) Unpacking Standards, Unit PlanninEstablish standardized PLC best practices and expectations throughout the school: a) unpacking assessments and standards, b) strategically building standards-aligned instructional tasks, processes, and exemplars, c) build quality lesson plans along with resources and preparation to implement lessons, and d) regular data analysis and action. (CMS Goal 4)		Francine Romain	02/28/2024
<i>Notes:</i> 7/20/23 - Revised Action Step with Principal Stith				
7/20/23	Establish high-quality schoolwide bell-to-bell instructional practices, including a) clear and SMART objectives, b) standards-aligned instruction, c) student practice, d) academic monitoring and consistent feedback, and e) assessment of mastery. (FAM-S 29) (CMS Goal 4)		Francine Romain	06/07/2024
<i>Notes:</i> 7/20/23 - New Action Step Developed with Principal				
7/20/23	Create and develop EOC-specific PLC practices that will include a) reviewing EOC and student data, completing strategic plans for students, develop 45-day (quarterly) action plans, build and internalize scope and sequence and unit calendars, and standard-aligned DDI practices. (CMS Goal 2)		David Legrand	06/07/2024
<i>Notes:</i> 7/20/23 - New Action Step developed with Principal.				

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
<i>Initial Assessment:</i>		<p>As of September 2023 we have MET Growth according to EVAAS growth data. Some school data points that show evidence of student growth are EOC data, that shows overall growth of 7.5% (GLP) and 4.3% (CCR), including growth in each individual area (Math I - +5.4%/2.1%, Math III - +8.2%/3.4%, Bio - +5.6%/6.3%, Eng 2 - 12.3%/6.8%).</p> <p>One significant success we had was the implementation of our Enrichment time within a regular bell schedule.</p> <p>A major challenge we faced in the 22-23 school year was losing our MTSS coordinator mid-year, which stalled our momentum in implementing Branching Minds with fidelity. We had 12 Tier 2 plans (and zero Tier 3 plans), and none of those students were exited from their plans. An additional challenge that affected our performance was our participation rate for the EOCs, as not meeting 95% negatively impacted our scores.</p> <p>Opportunities to address these challenges in the 23-24 school year include identifying a new staff member to lead Branching Minds and to successfully utilize the platform to serve more students. Utilizing Branching Minds to provide more targeted support for Tier 2 and Tier 3 students will give these students the adequate resources and support they need to achieve their potential. Identifying and training staff from the start of the year will provide that support to the students throughout the year to increase the potential of better EOC performance. In addition, we will closely monitor our chronic absenteeism numbers and class enrollment ensure our class rosters accurately reflect who we are testing.</p>	Limited Development 09/15/2022		

How it will look when fully met:		When fully implemented, we will see students engaged daily in rigorous, standards-aligned instructional tasks based on learning needs as reflected by observations. Teachers will evaluate assessment data and utilize a variety of instructional strategies that support the learning needs of all students. Using Core Tier supports, there will be a decrease in student behavior referrals and an increase in effective instructional practices and interventions that help support students with additional needs. MTSS will meet regularly to assess the needs of school as well as individual students. MTSS Team will use Branching Minds to help identify and track students needing additional support using the Branching Minds platform. The Master Schedule will reflect opportunities and compliance for all of our students, as well as opportunities for our teachers to appropriately plan for and service these students.		David Legrand	06/15/2024
Actions			0 of 3 (0%)		
9/15/22	The Daily Bell Schedule will reflect designated time each week for teachers to deliver re-looping and re-teaching for each class. PLC's will analyze common assessment data to identify both objectives and students to target in re-looping efforts (Goal 4).			Francine Romain	02/28/2024
<i>Notes:</i> The bell schedule will designate a different block each day of the week with designated re-looping time so that each class gets re-looping once a week.					
10/10/22	The MTSS Team will meet twice monthly, utilizing the Branching Minds platform to identify students, track data, and log all progress. (CMS Goal 2 and Guardrail 1.3). The team will identify Tier 2 and Tier 3 students and plan interventions and supports accordingly. (CMS Goal 2, CMS Goal 4, Guardrail 1.3, Fam-S 3).			Dayanara Noboa	06/09/2024
<i>Notes:</i> MTSS Team will utilize the Branching Minds platform as their tool to identify students in need of Tier 2 and Tier 3 supports as well as documenting all meetings, supports, communication, etc.					
8/15/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention: Implementation of the Out of School Tutoring program to provide additional instructional time to students based on need to increase overall performance of Students With Disabilities (SWD). (CMS Goal 4)			Francine Romain	06/09/2024
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023, our percent of students reporting a positive self-perception of their engagement in school increased 6% from 20% to 26%, thus we partially met our 22-23 goal of 30%. In addition, we were not able to successfully decrease our OSS disproportionality for our black students; instead it increased by 1% from 18.3% to 19.3%.

Successes aligned to this indicator include community groups meeting on a weekly basis. These groups include PAL, Right Moves for Youth, and Alternatives to Violence. An additional success with the implementation of Credit Recovery, which was offered 3x weekly starting the 2nd Quarter through the end of the school year. Having modified the bell schedule mid-year, the opportunity to start and hold a consistent bell schedule for the duration of the year, which will allow for better planning of SEL instruction.

A challenge for the upcoming school year will be to implement SEL curriculum consistently throughout the school year within our advisory block (weekly). A specific challenge that we need to address is keeping our students both in class and in the proper locations, as this led to many of our suspensions (both directly and indirectly as a result of being out of class).

An opportunity to address these challenges lies with the start of a new school year to both educate and model desired behavior for our students as well as implementing a fair and consistent alternative discipline that does not always require suspension.

Limited Development
09/15/2022

How it will look when fully met:	Teachers will meet with students once a week in Homeroom to deliver SEL curriculum. Teachers are aware of supports available within the school building as well as district-wide and communicate this with parents and students, connecting them directly as needed. Community groups meet on a weekly basis, and the cohorts of students meeting with those groups comply with the expectations of their weekly meetings. Teachers will be knowledgeable on referring students to MTSS, and also on how to correctly implement MTSS interventions for Tier 2 and Tier 3 students as identified by the MTSS Team. All actions are meant to support student attendance, with our aim to have increased attendance, decreased absences, and a stretch goal of 95% attendance.		David Legrand	06/05/2024
Actions		0 of 4 (0%)		
9/15/22	Implementation of weekly SEL curriculum in homeroom time to support both academic and behavior goals. (CMS Guardrails 3.1-3.3, FAM - S 31)		Todd Humphrey (Dean)	02/28/2024
<i>Notes:</i> Extended to 23-24 school year				
9/15/22	Students will be identified and grouped into Cohorts to meet weekly with Community Groups, including Right Moves for Youth, PAL, Communities in Schools, and Alternatives to Violence. (CMS Guardrails 3.1-3.3)		Todd Humphrey	02/28/2024
<i>Notes:</i> Right Moves for Youth Communities in Schools Police Athletic League (PAL). This action item was kept for the 23-24 school year				
10/10/22	Execute a three-tiered attendance Attendance Plan to decrease our number of chronically absent students from 2022-2023 (Goal 4, CMS Guardrails 1.3, 3.1-3.3) https://docs.google.com/document/d/1EoaVIQhr7F6DJ1VXoO4McbGswUTNmeX4X-gezFdndBo/edit?usp=sharing		Juwan McKenzie	06/09/2024

Notes: The Attendance Plan will outline daily communication and best practices, processes and procedures for identifying frequently absent students, and alternatives to suspension/supports for students who's disciplinary infractions are negatively impacting their attendance. (CMS Guardrails 1.3, 3.1-3.3) (Fam-S 30)

Attendance Recovery will begin Q1 in October. Teachers will log all attendance recovered on a Google Form. Students can recover time before and after school. Credit Recovery funds will also be available for an Attendance Recovery "Lab." The building will be opened at minimum once per quarter on a Saturday for additional flexibility.

8/15/23 Core behavior practices are defined at the school level, grade level, and each classroom. Explicit instruction for schoolwide behavior expectations is scheduled into the master calendar. Our behavior expectations are outlined in our behavior matrix that acknowledges appropriate behaviors, and consequences for problem behaviors. (FAM-S 30, Guardrail 3)

Jeremy Cox

06/09/2024

Notes:

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>As of June 2023, we did not meet our diploma endorsement goal of 45% and dropped below the 14% achieved in 21-22.</p> <p>One success we did celebrate was an increase in enrollment and participation in AP courses, as we enrolled 74 additional students, representing an 8% increase. Additionally, Rocky River implemented the 9th Grade Raven Academy with much success this year. All 9th grade students had the majority of their core classes on one hallway, with specific 9th grade staff members located in the same hall. We will look to further implement this initiative next year with additional resources (student binders/planners, additional staffing, targeted advisory lessons) to transition our 9th grade students into high school.</p> <p>The challenge for the upcoming year will be to reach the 75% endorsement goal while being on-track. Attendance and exam participation negatively impacted our endorsement numbers.</p> <p>The opportunity will exist next year to specifically target attendance and exam participation in these classes to increase our endorsement numbers. Additionally, we will work with counseling staff and students to ensure that all students receiving certification also go on to earning endorsements on their diploma, as the two numbers should match, but in our case, do not.</p>	Limited Development 09/15/2022		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	At the end of two full years of implementation, Rocky River will have shown increased graduation rate along with increased promotion rates for our 9th through 11th graders, respectively. The development of our 9th Grade Raven Academy will promote a reduction in 9th grade discipline and an increase in our 9th grade promotions (9th grade classes are all on one hall). We will also show an increase in student enrollment in post-secondary institutions. GSI data, MTSS data (Branching Minds), promotion/retention data, and attendance/discipline data will all be used to evaluate the success of this goal.			David Legrand	06/15/2024
Actions			0 of 3 (0%)		
10/10/22	Development of 9th Grade Raven Academy for target support of 2027 cohort both academically and social-emotional. (CMS Goal 2, Guardrails 3.1-3.3, Fam-S 31)			Jeremy Cox	02/28/2024
	<i>Notes:</i> The Raven Academy will house all 9th grade core classes on the Lower A hall. The 9th grade administrators, BMT, and CSA will all be placed on this hall as well. This will limit 9th grade movement throughout the building and allow for the social and academic development and support of this cohort of students.				
9/15/22	Conduct GSI meetings every 4-6 weeks to evaluate student progress and adjust support (CMS Goals 2, 3, and 4)			Tierra McManus	06/09/2024
	<i>Notes:</i> GSI is focused on graduating cohort. The meetings focus on what seniors are on track to graduate and what seniors (or off-track students in the same cohort) need supports, credit recovery, etc. Counselors will also monitor underclassmen to identify who is on track or off-track.				
9/15/22	Implement an In-School Credit Recovery Lab and After-School Credit Recovery program to provide students extended opportunities to recover missed credits and staff additional opportunities for monitoring and support. (CMS Goal 2).			Tierra McManus	06/09/2024
	<i>Notes:</i> Juwan McKenzie (Dean) - After-School Credit Recovery Graduation Coaches x3				
Implementation:			06/26/2023		
Evidence	6/26/2023				

<i>Experience</i>	6/26/2023			
<i>Sustainability</i>	6/26/2023			

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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<p>Initial Assessment:</p>	<p>As of June 2023, we increased our Math I CCR of 2% from 1.7% to 3.6% and have partially met our goal of 13.4% CCR. Further data indicating student progress includes an overall increase in Math 1 GLP of 5.4%. In addition, the school increased English II EOG scores 6.3% CCR and 12.3% GLP. According to the Spring Insight Survey, 67% of teachers agreed they regularly discussed feedback with an instructional leader (5% increase from Spring 2019). In addition, 71% of teachers indicated they received enough feedback on their instructional practice. Our overall domain score for Observation and Feedback increased 0.2% from 5.3 in Spring 2019 to 5.5 in Spring 2023.</p> <p>Successes aligned to this indicator include providing feedback in a variety of methods, including observation post-conferences, staff and dept. meetings, and informal verbal feedback.</p> <p>Challenges for next year will include continuing to increase our Math 1 proficiency but at a greater rate than this current year in order to meet our 23-24 goal. Additionally, even though the number is increasing, we would like a greater number of teachers to indicate enough feedback received.</p> <p>The opportunity for the Administrative Team at the start of the year is to regularly schedule walkthroughs and feedback for teachers. This includes standardizing the methods of feedback, as well as the timeframe and turnaround that the feedback is provided to the teachers.</p>	<p>Limited Development 09/15/2022</p>		
<p>How it will look when fully met:</p>	<p>Observation and Walkthrough data will show an increase in overall teacher performance using the Evaluation Tool. Additionally, the feedback and support provided through this will result in an increase in teacher retention rate at the school. Teachers will display increased proficiency in digital platforms as evidenced by their lesson plans. The school will continue to offer monthly and quarterly PD that reflects teacher interest and needs.</p>		<p>David Legrand</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/11/22</p>	<p>Administrators will meet with each PLC lead in order to reflect on the first half of the year by talking about trends, highlight areas and areas of need. (CMS Goals 2, 4)</p>		<p>David Legrand</p>	<p>02/28/2024</p>

Notes: 3/5/23 - Administrators met with each Dept. Will re-attempt to meet with each PLC.

Ongoing 23-24

10/11/22 The Administrative Team will participate in weekly Core Action Walkthroughs in Math 1, Math 3, English 2, and Biology classrooms. The Administrative Team's agenda will designate time to review and discuss patterns and trends from walk-through and formal observations. The Principal will monitor the implementation and effectiveness of FAM - S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. (CMS Goals 2, 3, and 4, Guardrails 1.3, 3.1-3.3, FAM – S)

David Legrand

06/09/2024

Notes: 3/5/23 - Agendas reflect this, but work is ongoing

Ongoing 23-24

10/11/22 The Administrative Team will meet once per-evaluation cycle to calibrate evaluation expectations, language, and goals. (CMS Goal 2)

David Legrand

06/09/2024

Notes: Ongoing 23-24

10/11/22 The Administrative Team and school-based instructional leaders will be assigned to a cohort of 2-3 teachers who will provide consistent coaching and feedback to strengthen teacher instructional capacity using the Get Better Faster model. (CMS Goals 2, 4)

David Legrand

06/09/2024

Notes: Get Better Faster - See it, Name it, Do It

Started the process but need to see it through to completion.

Core Function:

Dimension D - Planning and Operational Effectiveness

Effective Practice:

Resource Allocation

	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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<p>Initial Assessment:</p>	<p>As of September, 2023, we partially met our goal. Rocky River successfully partnered with district personnel to complete Core Action Walkthroughs. This process allowed Administration and Instructional Leaders to calibrate on best practices in instruction with the new curriculum and ultimately led to an increase GLP and CCR on the EOCs (overall +7.3% and 4.4%). We also increased our EVAAS Growth index from not met status of -6.60 to met status of -1.06,</p> <p>A challenge aligned to this indicator around human resources, is reducing class sizes and providing adequate behavioral support staff.</p> <p>Opportunities to address this challenge include utilizing Title I funds to purchase additional positions to decrease class sizes to increase student achievement.</p>	<p>Limited Development 08/08/2023</p>		
<p>How it will look when fully met:</p>	<p>Additional 1.5 Math teachers will allow for smaller class sizes to address Math 1 and Math 3 EOC targets. Two 10-month Teacher Assistants will provide additional support for Math 1 and Math 3 classes. Two 9-month Tutors will provide additional support of all EOC classes. 3 BMT's will be hired to provide Tier 2 and Tier 3 support, with a focus on the 9th and 10th grades (based off Panorama data).</p> <p>Additional funding to support workshops and professional development, provide supplies, computer equipment, and extended employment (summer hours for 9, 10, and 11-month staff).</p>		<p>David Legrand</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/7/23 Within the 2023-24 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by utilize Title I funds to trade for additional allotments/positions that will reduce class sizes and add more support staff. (Goal 2)</p>		<p>Jennifer Forrester</p>	<p>06/07/2024</p>

Notes:

8/8/23 Additional 1.5 math teachers, Teacher Assistants (x2) and 9-month Tutors (x2) will provide pullout support for Math 1 and Math 3 classes to achieve GLP and CCR Goals. (Goal 2).

Chiquita Boyd

06/09/2024

Notes: New implementation as of September 2023 utilizing Title 1 funds.

8/8/23 3 BMT's will be hired and utilized to support students needing Tier 2 and Tier 3 behavioral support along with targeted support for the 9th and 10th grades (Guardrails 1.3 and 3.3).

Jeremy Cox

06/09/2024

Notes:

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

KEY

E1.06

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

**Implementation
Status**

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>As of September 2023, we partially met our goal. We regularly send out Connect Ed messages with approximately 300 messages being sent over the 22-23 school year. We have started this school year with a weekly Parent Square message to families.</p> <p>Successes aligned to this indicator include the school meeting monthly with parents and community stakeholders at a combined PTSA/SIT meeting. We offered this meeting via Zoom, and once a quarter we met in person. Additionally, the school updates its website weekly and uses both the website and the Canvas platform to push out information to students and families.</p> <p>A challenge aligned to this indicator is to increase parent reception of communication as well as generate active involvement at the school.</p> <p>The opportunity that exists is to recruit rising 9th grade parents and capitalize on their interests as well as their unique skills to share with our school. An additional opportunity to increase parent engagement in the 2023-2024 school year is to consistently utilize the Parent Square platform next school year in continued efforts to reach more families.</p>	<p>Limited Development 08/15/2022</p>		
<p>How it will look when fully met:</p>	<p>With this being one of the areas of strength, full implementation will reflect all of the current implementation efforts in effect. Blackboard Connect will have record of Connect Ed Messaging. We will also be using Parent Square to send weekly messages to families. Website will be up to date, and we continue to strive to make the site more interactive and informative. We continue to collect updated contact information for all of our students so the Connect Ed messaging is received. While we are offering the Raven University classes, we look to display an increase in attendance along with an intentional schedule that is determined well in advance. We also look to establish a regular form of social media communication.</p>		<p>David Legrand</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/14/22</p>	<p>Send Bi-Weekly Connect Ed Messages. (Supports all CMS Goals and Guardrails)</p>		<p>Juwan McKenzie</p>	<p>02/28/2024</p>

Notes: Mr. Lamb and Athletic Director Gray will also support Connect Ed messaging. The messages go out in English and Spanish and via phone, email, and text. We look to streamline the collection process for messages to avoid redundant communication.

3/5/23 - Connect Eds being sent home on weekly basis.

9/14/22 School Website will be updated on a regular (weekly) basis to provide parents, students, and stakeholders with a reliable source of information. (CMS Goals 2-3).

Andrew Vinson

06/09/2024

Notes: Mr. Vinson will update website weekly; Ms. Thorpe will provide support.

Information will also be pushed directly to students via Canvas.

9/14/22 Implementation of Parent Square communication platform (mobile app and email) to support regular weekly communication from the school and principal. (CMS Goals 2-3, Guardrails 1.3, 3.3) (Fam-S 3).

Jami Dover

06/09/2024

Notes: Communication is simultaneous with Connect Ed and will occur at a minimum of once/week.