

2021-2022 State of the School Report

Metro School	
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Principal Name	Femandi Dyson
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot							
Reading (ES)		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP						
	CCR						
Grade 4	GLP						
	CCR						
Grade 5	GLP						
	CCR						
School	GLP						
	CCR						
Math (ES)		All	Black	Hispanic	White	English Learners	Students with Disabilities

Grade 3	GLP						
	CCR						
Grade 4	GLP						
	CCR						
Grade 5	GLP						
	CCR						
School	GLP						
	CCR						

Science (ES)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP						
	CCR						

Reading (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP						
	CCR						
Grade 7	GLP						
	CCR						
Grade 8	GLP						
	CCR						

Math (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP						
	CCR						
Grade 7	GLP						
	CCR						
Grade 8	GLP						
	CCR						
Math I	GLP						
	CCR						

Science (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP						
	CCR						

EOC (HS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP						
	CCR						
English II	GLP						
	CCR						
Math I	GLP						
	CCR						
Math III	GLP						
	CCR						

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
ACT						

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities

EOG School Composite 2020-21	
EOC School Composite 2020-21	
School Letter Grade*	ALT-F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

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

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

III. CHIEF CHALLENGES

- Staffing -- there is a lack of qualified candidates for teachers and instructional assistants; once we recommend candidates, there is an extremely long "wait time" for DHHS to send the new hire's HQ letter (part of Dev.Day guidelines) EC staff face high demands and are compensated at the same rate as other staff, making it challenging to recruit and retain in an area that's already critically staffed; staff with excessive absences (5+, 10+) or excessive tardies (some are tardy daily)--staff are being addressed on an individual basis.
- "Intensive" academic supports -- teachers are using district-provided academic resources (Attainment, ULS) and are in need of other options to address students with significant cognitive delays who cannot access Attainment or ULS. Academic supports have to be adapted at the school level and often take a significant amount of time and funding.
- "Intensive" behavioral supports -- We have difficulty hiring a BCBA (qualifications, salary, length of time for the hiring process); need additional training for staff to manage difficult/aggressive behaviors beyond CPI.
- Meaningful progress for our students is not necessarily quantifiable in %. Hard to aggregate data to show where things are improving. Huge focus on 1 (iffy) data source as a result.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Staff have created and are using Literacy bins which contain many hands-on, experiential learning strategies (including objects, PECS) using "concrete" items to teach "abstract" concepts. They also have created and continue to use Core Vocabulary PECS and a Visual Learning Binder. In AU classrooms, staff are working closely with BMTs and SSPLC Team to gather behavioral data and hold IEP meetings to generate FBAs and BIPs--some students need Crisis Plans to facilitate support during severe behavior moments (possibly due to medication changes or mental health moments) AND continuing to collaborate with families, group home providers, community resources (sharing behavior strategies and supports, providing detailed behavioral data, etc). Through the utilization of the part time Math Master teacher, support has been provided for the development of math lessons that are aligned to the extended content math standards for secondary students, also providing the opportunity to implement a co-teaching model for middle and high school teachers in Math.

