

## Comprehensive Progress Report

**Mission:** Our mission is to prepare students to be independent thinkers, self-advocates, and globally aware citizens by providing them with proficiency in a secondary language of strategic interest, global and cultural connections, relevant and authentic project-based instruction that engages students in global issues, and college level courses and experiences.

**Vision:** At CIECHS all students will graduate globally competent, prepared to communicate, collaborate, and compete locally, nationally and internationally.

**Goals:**

All students will graduate from high school prepared for post graduate level studies, college ready, and able to speak fluently in one of three languages- Mandarin Chinese, Spanish or Arabic.

Increase the number of students scoring 19 or higher on the ACT.

The number of students scoring college and career ready on EOCs will increase each school year.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers currently use a variety of strategies in the classroom. Based on the district-wide initiatives to increase use of high-yield strategies and the Early College expectation for use of protocols and increased rigor, CIECHS has discussed the types of strategies we want to implement throughout the school and across curriculum.</p> <p>The first semester, teachers will assess students regularly within instruction to gauge understanding and post instruction to determine proficiency and mastery. We will revisit the goal at the end of the semester to determine if goal was achieved.</p>	Limited Development 08/15/2022		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		All teachers will implement district-wide focus strategies as well as Early College strategies in lesson plans to engage students and increase the quality of instruction. Lesson plans and classroom walk-through data will be used to gauge the implementation of strategies. Formative and summative assessments will provide data regarding effective implementation. When fully implemented, teachers will draw from a variety of strategies to increase student engagement and check for understanding. This implementation will increase the use of of high yield strategies and positively impact student achievement.	<b>Objective Met 09/24/23</b>	<b>Caroline Sanchez</b>	<b>05/30/2023</b>
<b>Actions</b>					
	9/26/22	A system for sharing, accessing, and celebrating teacher use of high-yield strategies will be developed.	Complete 09/26/2022	Caroline Sanchez	10/03/2022

Notes: (9/26/2022)

We celebrated the use of High-yield strategies at each faculty meeting on the first Monday of each month. Teachers and administrators modeled new strategies in meetings and we created a digital "playbook" to archive and access strategies throughout the year.

(10/24/22)

We have implemented a system for sharing using our Best Practices and Collaborative Planning and Lesson Tuning meetings on the 2nd Tuesday of each month. Teachers present strategies they are using that work to their peers and demonstrate how to use them. We take pictures during our walk-thru of teachers utilizing high-yield strategies during instruction and highlight them during staff meetings using Name It, Claim It, Explain It. We also choose a Teacher and Staff of the Month using our school goals as criteria.

8/15/22 All EOC teachers will implement Mastery Connect.

Complete 01/06/2023

Caroline Sanchez

12/20/2022

Notes: (10/24/22)

Teachers are required to do two assessments per grading period using Mastery Connect and record the assessments on the Digital Data Notebook.

(11/28/22)

Math teachers have increased their usage of Mastery Connect to guide instruction and plan small group tutoring sessions.

(12/19/22)

Teachers will meet once a month for PLCs to discuss data and strategies.

(1/23/23)

First Semester ended well. Our preliminary EOC data indicates growth in all of our subgroups.

9/26/22 Teachers will highlight, model, and celebrate strategy implementation

Complete 05/22/2023

Jancie Brown-Davis

04/30/2023

Notes: 9/26 At each Monday meeting this month, teachers have either shared a strategy or been celebrated for strategy implementation.  
 (10/24/22)  
 Teachers present strategies they are using that work to their peers and demonstrate how to use them. We take pictures during our walk-thru of teachers utilizing high-yield strategies during instruction and highlight them during staff meetings using Name It, Claim It, Explain It.  
 (11/28/22)  
 Math teachers have increased their usage of Mastery Connect to guide instruction and plan small group tutoring sessions.  
 (12/19/22)  
 Teachers will meet once a month for PLCs to discuss data and strategies.  
 (1/23/23)  
 First Semester ended well. Our preliminary EOC data indicates growth in all of our subgroups. Admin will send a person to training this spring and they will be the lead teacher for ACT strategies and resources to present to staff.

9/26/22	Admin will provide feedback to individual teachers using walk-through forms and coaching conversations.	Complete 05/22/2023	Caroline Sanchez	04/30/2023
---------	---	---------------------	------------------	------------

Notes: (10/24/22)

Admin conducts walk-throughs weekly and utilizes a google feedback form. The form allows the teachers to respond if they have questions or comments.

(11/28/22)

Admin continues to conduct walk-throughs using a google feedback form. We facilitated PLCs where teachers reviewed two assessments to answer the following questions:

1. What does your data tell you about what your students know at that moment?
2. How will you respond (what plans will you make, how will you adjust instruction, etc.)?
3. What strategies did you implement to engage students and check for understanding?

(12/19/22)

Admin conducts weekly walk-throughs with instant feedback. We meet to discuss students who are struggling with content and how we can best support them. We discuss strategies as well as small group instruction.

(1/23/23)

Admin has started the second round of observations and continues to conduct weekly walk-throughs looking for:

1. What is the standard and is it posted?
2. What is the task to demonstrate what they have learned?

2/27/23

Admin conducts weekly iRounds utilizing the district google form. Teachers receive feedback through the form and through conversations during planning.

3/27/23

Admin continues to do walkthroughs and observations. Benchmarks were given and admin met with teachers to identify, plan, and implement strategies in instruction to assist all learners.

4/17/23

Admin continues to conduct walkthroughs and observations and has met with teachers to discuss students of concern to plan for small group in-school tutoring sessions.

8/15/22

Teachers will create lesson plans which highlight the use of higher-order thinking strategies.

Complete 05/22/2023

Caroline Sanchez

05/20/2023

*Notes:* (10/24/22)  
 Teachers utilize lesson plans to plan their instruction and are placed in a google folder for the admin to refer to during walk-throughs.  
 (11/28/22)  
 During our PLCs, teachers use their data to create lesson plans. Teachers utilize the CIECHS Playbook resources to implement strategies and differentiate instruction.  
 (12/19/22)  
 Admin sent out a survey/wishlist to teachers who would like additional resources to support teaching/learning in their classroom.  
 (1/23/23)  
 Admin will send a person to training this spring and they will be the lead teacher for ACT strategies and resources to present to staff.

8/15/22	Teachers will review higher-order thinking practices with information on DOK, Bloom's, and Marzano.	Complete 05/22/2023	Caroline Sanchez	09/30/2023
---------	---	---------------------	------------------	------------

*Notes:* (9/26/2022)  
 As part of the beginning of the year staff development, Ms. Sanchez reviewed Bloom's Taxonomy and Depths of Knowledge. On the weekly staff announcements, links are shared to question stems.  
 (10/24/22)  
 Teachers are able to refer to Cumberland International's Playbook (a working document that is continuously updated) for strategies on higher-order thinking practices using DOK, Bloom's, and Marzano.  
 (11/28/22)  
 During our PLCs, teachers use their data to create lesson plans. Teachers utilize the CIECHS Playbook resources to implement strategies and differentiate instruction.  
 (12/19/22)  
 Admin sent out a survey/wishlist to teachers who would like additional resources to support higher-order thinking practices in their classroom. PLCs quarterly to review data and discuss strategies to increase higher-order thinking skills.  
 (1/23/23)  
 Admin will send a person to training this spring and they will be the lead teacher for ACT strategies and resources to present to staff.

<b>Implementation:</b>		09/24/2023		
<b>Evidence</b>	5/22/2023			
<b>Experience</b>	5/22/2023			

<i>Sustainability</i>	5/22/2023			
-----------------------	-----------	--	--	--

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
-----------------------	---	--	--	--

<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
----------------------------	---	--	--	--

	<b>A2.19</b>	<b>ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Based on the 21-22 ACT data and the Pre-ACT data for our rising juniors, we have researched and developed plans for creating school-wide support for ACT preparation. As a school, we have brainstormed needs for our current juniors and supports for all grade levels. The instructional cadre has refined the plan to include items for homeroom, each content area, and junior teachers.	Limited Development 09/26/2020		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
--	-------------------	----------------------	----------------	--	--

<b>How it will look when fully met:</b>	When the objective is fully met, all grade levels will participate in vocabulary development through homeroom and in content classes. The AVID teachers will implement test prep appropriate for each grade level with juniors participating in intensive, focused, and personalized prep each week. As a school, we will identify and celebrate ACT prep achievements of growth on student benchmarks, increased ACT vocabulary use, and overall school growth. An increased percentage of students scoring 19 or higher on the ACT in their junior year is the main indicator to determine the extent to which the objective is met. Additionally, systems will be in place for consistent, ongoing support for college and career exploration.	<b>Objective Met 11/28/23</b>	<b>Angela Williams</b>	<b>11/20/2023</b>
---	---	-----------------------------------	------------------------	-------------------

<b>Actions</b>					
----------------	--	--	--	--	--

	9/28/20	Utilize weekly ACT vocabulary lists to provide students with strategies for word analysis and interpretation to solidify understanding of vocabulary and word to word connections.	Complete 04/30/2021	Shannon Jarman	04/28/2021
	<i>Notes:</i>				
	9/26/20	Utilize A+ Test Prep Services to provide current 11th grade students with live instructional test prep sessions (4) throughout the Fall semester to prepare students for the ACT Spring Administration test (February 23, 2021)..	Complete 02/22/2021	Shannon Jarman	05/01/2021
	<i>Notes:</i>				
	8/15/22	Identify ACT resources to be used in each content area to support ACT practice school-wide.	Complete 01/06/2023	Shannon Jarman	08/22/2022

Notes: 9/6/22 - We have implemented ACT vocabulary words in the morning announcements.

9/12/22 - We have purchased Vocabulary Power Plus for the ACT for 9th and 10th grade to implement weekly. We are continuing our efforts to identify resources both free and retail to support school-wide initiatives.

9/26/22 - We are supporting the school-wide initiative of increasing ACT scores by placing 5 vocabulary words in the announcements weekly to be used in different ways daily. We are celebrating the use of these words in a school-wide competition and prizes.

10/24/22 - To increase vocabulary usage, English teachers are using ACT Vocabulary Plus every day to assist 9th - 11th-grade students with increasing their vocab usage. All teachers are implementing ACT questions to prep students for testing. After reviewing ACT prep data, we discussed adding math/science problems to our homeroom/AVID schoolwide initiative.

11/28/22

We will send a person to training in January and they will be the lead teacher for ACT strategies and resources to present to staff.

12/12/22

English teachers are implementing ACT Vocabulary Plus in their classrooms and AVID teachers are using Mastery Prep to assist juniors on the ACT on March 7th.

1/4/23

Beginning 2nd the semester the 10th-grade AVID teachers will implement Mastery Connect to prepare sophomores for the ACT.

8/15/22	A system for monitoring and celebrating student growth in ACT tested areas will be established.	Complete 01/06/2023	Angela Williams	10/30/2022
---------	---	---------------------	-----------------	------------



Notes: 9/26/22 - We have discussed ideas for monitoring and celebrating. We will focus on the implementation of those ideas in the next SIT meeting.

10/24/22 - Juniors and Sophomores completed the ACT Reading benchmark. We will look at the juniors reading data and compare it to the PreACT to check for growth and use that data to guide our celebrations.

11/14/22

Juniors have completed the Biology ACT Practice Test and we saw growth. Celebratory swag items (hooded sweatshirts and hats) were ordered for students who grow in ACT prep. A bulletin board dedicated to showcasing ACT growth.

12/12/22

We did a school-wide ACT scavenger hunt with prizes. We met with Mastery Prep to discuss and schedule an ACT boot camp session for the Juniors. Juniors received additional strategies to assist them on the ACT exam in March.

We continue to do weekly check-ins with our Juniors and Seniors.

1/6/23

Juniors ACT Boot Camp sessions have been scheduled for 1/20th and 1/27th. We continue to implement and monitor ACT Mastery Prep strategies in AVID classes.

8/15/22 Juniors will participate in ACT test prep each Friday during AVID.

Complete 03/31/2023

Shannon Jarman

03/30/2023

*Notes:* 9/23/22 - Students took their first ACT Reading benchmark. Scores ranged from 11 - 36 with an average score ranging from 22-24.  
 10/24/22 - Juniors and Sophomores completed the ACT Reading benchmark. We will look at the juniors reading data and compare it to the PreACT to check for growth. We plan to focus on ACT math problems for the next coming weeks.  
 11/14/22  
 Juniors have been practicing ACT strategies via Mastery Prep and are taking practice exams to implement those strategies.  
 12/12/22  
 We are meeting with mastery prep to schedule two ACT Boot Camp sessions for our juniors.  
 1/23/23  
 We had our first ACT boot camp session for the Juniors. Juniors received additional strategies to assist them on the ACT exam in March. We continue to do weekly check-ins with our Juniors and Seniors.

9/27/22	Students complete modules in Major Clarity during their AVID classes.	Complete 05/15/2023	Mia Watson	05/30/2023
<p><i>Notes:</i> 9/27/22 - Students were given directions on how to use Major Clarity to complete college applications and scholarships.          10/24/22 - Juniors and Seniors have connected their Common App to Majority Clarity.</p>				
8/15/22	Each classroom teacher will use the ACT College and Career Readiness Standards Curriculum Alignment guide to identify skills that apply to their content. Teachers will ensure students practice ACT skills in the context of their lessons twice a month. This progress will be discussed and monitored in planning period PLCs.	Complete 11/27/2023	Angela Williams	12/04/2023

Notes: 9/6/22 - All teachers have added ACT vocabulary to their lessons to improve ACT scores.

10/24/22 - To increase vocabulary usage, English teachers are using ACT Vocabulary Plus every day to assist 9th - 11th-grade students with increasing their vocab usage. All teachers are implementing ACT questions to prep students for testing.

11/28/22  
We will send a person to training in January and they will be the lead teacher for ACT strategies and resources to present to staff.

12/12/22  
English teachers are implementing ACT Vocabulary Plus in their classrooms and AVID teachers are using Mastery Prep to assist juniors on the ACT on March 7th.

1/4/23  
Beginning 2nd the semester the 10th-grade AVID teachers will implement Mastery Connect to prepare sophomores for the ACT.

9/13/23  
Teachers will integrate ACT 500 Questions in their lesson planning weekly starting the week of October 3rd. The implementation will be assessed at the next PLC meeting in November.

9/25/23  
A Teacher gave a presentation on best practices to increase scores on the ACT. After the presentation the faculty discussed how to integrate ACT keywords and practices into instruction monthly. Along with implementing keywords in their content: Science, Social Studies, and Math will implement more graphs and charts to show students how to gather information. ACR will continue to utilize the ACT practice tests and vocabulary. English and Foreign Language will use cognates and congegation charts to identify patterns.

<b>Implementation:</b>		11/28/2023		
<b>Evidence</b>	11/28/2023			
<b>Experience</b>	4/27/2021			
<b>Sustainability</b>	4/27/2021			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
!	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
<i>Initial Assessment:</i>			ACR teachers develop and implement lessons to facilitate lessons to build college ready skills at each grade level. ACR teachers work in a collaborative plc to ensure vertical alignment. Teachers will also implement test taking skills, ACR strategies, and strategies to support ACT exam.	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>			Teachers will use the ACR curriculum and resources as a guide to increase college preparedness for CIECHS students. New ACR teachers will participate in online training. Teachers will implement strategies in their lessons to increase student exposure and experience. Lesson plans, training attendance records, and student test data (ACT, Pre-ACT) will serve as evidence of implementation.		Kevin Theel	11/20/2023
<b>Actions</b>				<b>3 of 5 (60%)</b>		
	6/20/22		New AVID will attend the AVID training session	Complete 12/09/2021	Caroline Sanchez	05/27/2021
			<i>Notes:</i> 9/26/22 - AVID Teachers attended an AVID Training in July 2022. The teachers who attended will present some of those strategies during our Best Practices session on 9/29/22.			
	6/20/22		Students will participate in college visits.	Complete 05/06/2022	Mia Watson	05/27/2022
			<i>Notes:</i>			
	6/20/22		AVID teachers will implement ACT test-taking strategies to increase student performance.	Complete 05/22/2023	Caroline Sanchez	05/18/2023

*Notes:* 9/26/22 - Avid teacher uses every Friday to practice test-taking strategies with juniors and weekly during AVID. The Avid teacher also meets with seniors after-school and weekly during AVID class to practice test-taking strategies.

10/24/22 - We continue to implement our Vocabulary Initiative schoolwide during homeroom and AVID. All classes are utilizing ACT questions during instruction as warm-up exercises. We discuss focusing more on math problems. We will have a school-wide Kahoot competition for October vocabulary. The top 2 students from each homeroom will compete during the 9th & 10th Grade class meeting.

11/14/22  
The AVID teacher is using Mastery Prep to teach strategies and has given benchmarks to monitor student performance.

12/12/22  
AVID teachers have given the Biology and English benchmarks. Teachers will use the data to plan instruction and identify what strategies to focus on to increase student performance.

1/4/23  
Beginning 2nd the semester the 10th-grade AVID teachers will implement Mastery Connect to prepare sophomores for the ACT.

8/15/22 Instructional Cadre will develop writing rubrics to be shared and implemented across the curriculum. The writing rubrics will be accessible as references in the student canvas courses and in classrooms. Teachers will use the rubrics to evaluate and give feedback on student writing.

LaRonda Freeman

11/06/2023

*Notes:* 8/29/22 - The instructional cadre shared best practices with faculty and discussed common rubrics which will be developed at subsequent cadre meetings and shared with staff.

11/28/22  
We will send a person to training in January and they will be the lead teacher for ACT strategies and resources to present to staff.

9/11/23  
The Instructional Cadre has agreed upon the readthinkwrite rubric. The rubric will be used for teachers to grade and for a checklist for students.

8/15/22 AVID Trained teachers will present note-taking strategies for all teachers in a faculty meeting. ACR teachers will develop lessons teaching students to use various note-taking strategies.

Kevin Theel

11/06/2023

Notes: 8/29/22 - The instructional cadre shared best practices with faculty and discussed common rubrics which will be developed at subsequent cadre meetings and shared with staff.

10/2/23

ACT certified Teacher presented strategies and best practices at the faculty meeting. After the presentation the faculty discussed how to integrate ACT keywords and practices into instruction monthly.

Along with implementing keywords in their content:

Science, Social Studies, and Math will implement more graphs and charts to show students how to gather information. ACR will continue to utilize the ACT practice tests and vocabulary. English and Foreign Language will use cognates and congregation charts to identify patterns.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the school-level professional development has related to SEL strategies and technology implementation. This year, teachers worked together to brainstorm areas for professional development for the entire school. Through this process, we identified a goal to increase the capacity of each teacher in regards to interpreting data and a long term goal to develop our overall capacity in planning inquiry-based lessons/ implementing inquiry based projects.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will have identified areas for personalized professional development in regards to need and interest. Also, school-wide professional development on effective data use and inquiry based learning will be provided. Each teacher will be able to identify and evaluate data to make decisions in regards to planning. Teachers will be part of a school-wide initiative to apply inquiry-based learning and develop a school level inquiry based project.		Caroline Sanchez	05/30/2024
<i>Actions</i>			<b>2 of 3 (67%)</b>		
	8/15/22	Meet with RTI to develop a plan for inquiry based professional development.	Complete 10/07/2022	Caroline Sanchez	09/30/2022

*Notes:* 8/29/22 - We met as a staff to table the RTI Training until Spring 2023 or possibly Fall 2023.

8/15/22 Teachers will participate in data-driven planning PD.

Complete 11/14/2022

Jancie Brown-Davis

11/20/2022

*Notes:* 9/19/22 - Administration will present a professional development on how to use data to drive instruction in October.  
10/17/22 - Ms. Sanchez presented and modeled the Digital Data Tracker to use for assessments. Teachers are to record two assessments during a grading period. The data will be used in our PLCs to discuss what the students know, how do we know they know the content, and if they do not know the content what strategies and interventions are used to ensure that they learn the content or if they know it what are we doing to extend their learning.

8/15/22 Administrative team will plan and implement three sessions of PD on how to use data to drive instruction. Teachers will practice analyzing their data and using that analysis to inform planning in the monthly PLC meetings. Teachers will share an assessment analysis document with administrators each month.

Angela Williams

12/06/2023

*Notes:* 9/19/22 - Administration will present a professional development on how to use data to drive instruction in October.  
10/17/22 - Ms. Sanchez presented and modeled the Digital Data Tracker to use for assessments. Teachers are to record two assessments during a grading period. The data will be used in our PLCs to discuss what the students know, how do we know they know the content, and if they do not know the content what strategies and interventions are used to ensure that they learn the content or if they know it what are we doing to extend their learning.

11/28/22

During our PLCs, Admin gave information to teachers on how to use their data to create lesson plans. Teachers utilize the CIECHS Playbook resources to implement strategies and differentiate instruction.

9/25/23

Admin contacted district Mastery Connect/Canvas representative and discussed a date for professional development. The professional development is to assist beginning teachers, teachers new to Cumberland County, and veteran teachers on the different features of mastery connect and how it can be used to assess students and analyze data. The tentative date for the PD is Nov. 13th.

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
<i>Initial Assessment:</i>		Currently, the school primarily provides one-way communication with parents/guardians regarding school events, expectations, etc. Teachers most often communicate with parents when there is a need to address in the classroom. However, we do provide three key parent nights each year where parents receive information about the transition to high school, to their junior year (taking college courses out of the school building), and senior year planning/expectations where parents also engage in dialogue during and after the information is provided. We hold student led conferences each year where parents/guardians and teachers, listen to a presentation by the student and the three discuss student strengths, areas for growth, and goals.	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		Parents will increasingly have access to information that will positively impact student achievement and overall experience. Parents will have increased opportunities to engage in communication regarding positive behaviors and experiences.		Mia Watson	02/19/2024
<i>Actions</i>			0 of 3 (0%)		
9/11/23		Content area focus and updates will be shared on the Parent Announcements Smore that is shared with parents/guardians to ensure parents are equipped to support students academic endeavors.		Caroline Sanchez	02/19/2024
		<i>Notes:</i> 9/25/23 To increase the skills of families to support student learning, Dr. Sanchez will send out a SMORE this week with content links so that parents can see an overview of what students are learning. Response to the SMORE will be discussed at the next SIT meeting.			
9/11/23		Junior and Senior parents/guardians will participate in a reverse progress report twice a semester to encourage dialogue between students and parents regarding college courses and academic progress.		Mia Watson	02/19/2024



*Notes: 9/25/23*

On 9/15/23, reverse progress reports were sent out with juniors and seniors. The purpose of the reverse progress report cards is to ensure that parents are aware of student college performance. Students were to sit with parents and fill out the progress report with their parents so that they could review college grades. We will analyze feedback from parents and students at the next SIT Meeting.

9/11/23 School will implement Ambassador on the Rise program to identify and celebrate successes. This program will include positive calls home and/or postcard mailings twice a grading period.

Christel Early

02/19/2024

*Notes: 9/25/23*

To increase positive contact with our parents and students, Teachers and Staff will give our Ambassadors on the RISE positive note cards. Cards have been drafted and will be ready to give to students Oct. 1. We will discuss feedback from students and parents