

Comprehensive Progress Report

Mission:

Grow! Empower! Lead!

Union Elementary will cultivate a positive environment where everyone meets their full potential.

Vision:

Goals:

The Math EOG proficiency rating in 2021 was 35.1%; we want to increase it to 80% by 2025.

The school-wide Reading proficiency average will increase from 43.2% (2021 EOG proficiency) to 60% in 2025

The school-wide Science proficiency average will increase from 48.9% (2021 Science EOG proficiency) to 80% for 2025.

Maintain or decrease office referrals by utilizing Foundations/Champs training and growing the Ron Clark House System. Keep the number of office referrals to 110 or less for 2024-2025.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
<i>Initial Assessment:</i>			<p>Fall 2019: Teachers feel that it is important for the principal to provide feedback and be highly visible. This indicator had the highest rating of all indicators on the Comprehensive Needs Assessment; therefore, the SBMT felt we didn't need to make it one of our focus areas for the SIP. Continue to do what we've done in the past. This year, Administration will have more of a presence in PLC planning meetings.</p> <p>Fall 2022: Due to being a low-performing school based on 2022 EOG scores, it is important for administrators to regularly monitor curriculum and instruction by providing timely feedback to teachers to help shape rigorous lessons while also targeting student deficits.</p> <p>Fall 2023: We are celebrating that we came out of low-performing status based on 2023 EOG scores. In order to sustain and grow, regular monitoring and feedback will need to continue to occur.</p>	Limited Development 09/09/2019		
			<p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>			
<i>How it will look when fully met:</i>			Administrators will meet all deadlines for formal observations and evaluations of teachers. They will conduct classroom walk-throughs so that core teachers receive at least two pieces of feedback per month. Administrators will work with the instructional coach each Monday in a Cabinet Meeting. The main topics of discussion will revolve around data & assessments and which teachers or grade levels may need additional support.	Objective Met 05/21/24	Jennifer Deaton	06/30/2024
<i>Actions</i>						
	10/8/22	Complete super observations on all certified staff by Sept 30, 2022.		Complete 09/30/2022	Jennifer Deaton	11/28/2022
<i>Notes:</i>						
	10/8/22	Create schedule between both administrators for completing all formal observations and evaluations on the comprehensive, standard, and abbreviated cycles. After an observation, teachers will receive feedback in a post-conference within 10 days of the observation.		Complete 05/15/2023	Jennifer Deaton	06/30/2023
<i>Notes:</i>						

10/8/22	Core teachers will receive two pieces of written feedback from administrators in a month based upon classroom walk-throughs. Administrators will use impact statements so that teachers understand how their actions impact student learning.	Complete 05/20/2024	Jennifer Deaton	06/30/2024
<p><i>Notes:</i> May 2023: Administrators created a google folder that only the two of them have access to. Within that folder, each staff member has a google doc that contains three columns. One column for positive feedback that was observed during a classroom walk-through, one column with a suggestion/question/something to think about, and the last column is for the teacher to make a comment or ask a question back to administration. Teachers only have access to their personal google doc for feedback purposes. Core teachers have received at least one piece of written feedback each month and the majority received two pieces of written feedback per month which could include formal observation feedback.</p> <p>May 2024: Last year's format of the google folder for CWT's worked well and we continued that for 2023-2024. Feedback was provided to core teachers, instructional support staff such as EC/AIG, Encore teachers, and teacher assistants with the focus being on core teachers since that is Tier I instruction. During the first semester, all core teachers received at least one piece of written feedback per month, with most getting 2 pieces from Mrs. Deaton. During the months of January to April, all core teachers received at least 2 pieces of written feedback from Mrs. Deaton each month.</p> <p>May 2023: Utilize a check-off sheet showing which date each teacher received feedback each month. This will help us to see which teacher has only received one comment and who needs to receive a second comment.</p> <p>May 2024: A check-off sheet was used by Mrs. Deaton this year. To improve for next year, I can have Mrs. Herlihy add the dates that she does CWT to the same check-off sheet.</p> <p>May 2023: No, keep the target date for June 2024 as this is something that needs to be continued next year as a way to help all staff grow.</p> <p>May 2024: Yes, 5-20-24</p>				
10/8/22	Administrators will attend professional development related to coaching teachers and help teachers create action steps to strengthen their practice.	Complete 05/20/2024	Jennifer Deaton	06/30/2024

Notes:				
Implementation:		05/21/2024		
Evidence	5/21/2024 Evidence is linked in the file folder at the top of the screen.			

Experience	<p>5/21/2024</p> <p>May 2023: Administrators have chosen to participate in LETRS training that is targeted for teachers so that we grow in our knowledge of teaching literacy. This will allow us to give feedback to teachers and support them as they determine next steps to teach their students. Both administrators attended PD called Observation & Feedback: Creating a Culture of Coaching on 9-26-22. Both administrators attended Data Driven Instruction (DDI) professional development on October 19, 2022. Information about DDI was shared with staff members on 11-9-22 by discussing the framework and then practicing how to analyze a 3rd grade fraction assessment as a PLC. We use what we have learned as we work with our Instructional Support Specialist, Emily Phillips, to guide grade levels monthly with creating growth quadrants. This allows teachers to regularly determine which students are making adequate growth on monthly progress monitoring assessments for iReady and MClass. Both administrators have also attended two other whole day trainings this year: Speed of Trust & The Four Essential Roles of Leadership.</p> <p>May 2024: Because Union Elementary came out of low-performing status based on 2022-2023 EOG scores, administrators were not offered additional “coaching” professional development during the 2023-2024 school year. Both administrators did attend the normal monthly principal and AP meetings as expected of any administrator. Both administrators attended PD at the school that was offered to teachers for literacy & math. The literacy consultant was Amy Siracusano, and she came 4 times throughout the year. The math consultant was Drew Polly, and he came 5 times to Union for PD during 2023-2024. Administrators attended these sessions to learn along teachers and to be able to offer support and/or feedback throughout the year. Mrs. Deaton also attended a two day training at Wingate University in December 2023 and took the ISS and 2 teachers with her to get a refresh about the PLC Cycle. This information was brought back and presented to the staff. Mrs. Herlihy has participated in Foundations Training from the Safe & Civil Schools group throughout the year; this training included multiple staff members. Observations tools were given to Mrs. Herilhy to use to observe staff related to classroom management, student engagement, and positive ratios. Both administrators (as well as administrators from each school across the county) had to participate in training & complete ELEOT observations through the year as part of the school-systems accreditation process.</p>			
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<i>Sustainability</i>	<p>5/21/2024</p> <p>May 2023: As we move into the 2023-2024 school year, administration will continue to attend professional development offered by the county. Utilize the new training, plus information learned in 22-23 related to data driven instruction and coaching/giving feedback to support all teachers next year. Over the summer, analyze data to determine which teachers and/or grade levels may need more support next year.</p> <p>May 2024: Continue to draw upon previous professional development to coach and support staff. A focus area for UCPS for 2024-2025 will be PLC structures and cycles. All administrators will attend a training in June 2024 and then in August 2024.</p>			
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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
Initial Assessment:			Conversations were had with the SBMT in March and May of 2024 about needs for the 2024-2025 school year so that a Title I budget could be created based on the initial dollar allocation of about \$135,000. The staff was also asked about needs. The staff and SBMT Team wanted things that we've had in the past such as PD with Amy Siracusano, BMT, teacher, & computer programs for Reading and Math. We weren't going to be able to get all of those things with the limited budget. Additional Title I dollars were allocated in late July allowing us to budget for all of the requests that teachers had asked for. The only new item that was considered by administration was an interpreter. There wasn't quite enough money, plus the county hired a Spanish-speaking parent engagement liasion that will be shared between Union and Rock Rest. At the 9-23-24 SBMT meeting, the team did not have any new needs/requests.	Limited Development 09/18/2024		
How it will look when fully met:			We will monitor the use of resources that were allocated during the 2024-2025 school year to make sure they are being utilized routinely and effectively. This will also help us determine if the resource would be useful again in following years. Throughout the year, the principal and bookkeeper will meet to assess if money is remaining, to make sure Purchase Orders are completed, to process spending contracts, etc. Check in with grade levels and the SBMT throughout the year to determine if there are additional needs.		Jennifer Deaton	06/30/2025
Actions				0 of 4 (0%)		
	9/22/24	Principal and bookkeeper will meet monthly to discuss the monthly financial reports. Review expenditures, purchase order requests, contracts, etc.			Jennifer Deaton	06/30/2025
<i>Notes:</i>						
	9/22/24	Review usage of programs purchased with Title I money to see that the programs are being used with fidelity (Ex: iready & Lexia).			Jennifer Deaton	06/30/2025
<i>Notes:</i>						
	9/22/24	Review assessment data and schedule professional development related to the areas needing the most improvement.			Jennifer Deaton	06/30/2025
<i>Notes:</i>						
	9/22/24	Survey the teachers about their needs (PD, resources, materials) so that money can be given to those areas.			Jennifer Deaton	06/30/2025

Notes:

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers currently use various types of data to assess students level of mastery. For example, teachers give mClass and iReady assessments 3 times per year to assess Reading and Math. Grade levels also meet with the Curriculum Facilitator and administrators at various times throughout the year to discuss Tier I plans for MTSS. Additional meetings are scheduled to address Tier 2 and Tier 3 needs. Each PLC also has a WIN block each day for remediation and enrichment of students in Reading and Math.	Limited Development 09/22/2024		
<i>How it will look when fully met:</i>			To strengthen what we are already doing, we need to look specifically at the amount of growth that our ESL and Hispanic students are making to see if they are on the right trajectory to meeting their end of year goals set up iReady and mClass. Our PLC's will utilize spreadsheets to track progress monitoring throughout the year and then make decisions about next steps for instruction. We will also utilize a Root Cause Analysis for students that are yellow and red in mClass because Reading is the subject that we need to increase the proficiency the most. When official EOG and EVAAS data is released in the Fall of 2025, the goal is that we exceed growth as a school and that our Hispanic subgroup increases the percentage of proficient students and the growth index for that subgroup.		Jennifer Deaton	06/30/2025
Actions				0 of 4 (0%)		
	9/22/24	Grade level spreadsheets are created and data is entered to show student scores on mClass and iReady at BOY, MOY, and EOY.			Jennifer Deaton	06/30/2025
<i>Notes:</i>						
	9/22/24	PLC's will create a plan for sorting students for WIN Block to address intervention, remediation, and enrichment for students based on instructional data.			Jennifer Deaton	06/30/2025
<i>Notes:</i> Teachers should update and move students as needed; PLC's should review the student groups approximately once per month to see if changes are needed.						

9/22/24	On the grade level spreadsheets that track data, highlight the Hispanic students/ESL to ensure that their data is reviewed at each Tier I meeting to see the amount of progress that is being made.		Jennifer Deaton	06/30/2025
<i>Notes:</i>				
9/22/24	Complete a Root Cause Analysis on any student that is yellow or red on mClass. This analysis will show teachers which additional diagnostic assessments need to be given so that instruction can support the lowest areas of difficulty.		Jennifer Deaton	06/30/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The majority of staff have participated in CHAMPS professional development to learn about classroom management. There are some new staff members that haven't had the training. We are a PBIS school and have a school-wide matrix describing 5 rules and what they look like in different areas of the building. A few years ago, we focused on this indicator. That committee created the use of LEARN cards to recognize positive student behavior. We also had a SIP goal to decrease office referrals; we met that goal.	Limited Development 10/08/2022		
How it will look when fully met:			The Foundations Team will begin training/professional development in August 2023 which will carry over two years. They will revise the PBIS manual and seek feedback from staff members about what changes need to occur. Lesson plans will be created for each common area along with instructional videos. The Foundations Team (HOPE Team) will collect each classroom teacher's clipboard sheet monthly to identify rules & common areas that need to be retaught with students. The school-wide focus on classroom management and student behavior will cause a decrease in the number of office referrals which is a goal on the School Improvement Plan.		Amy Herlihy	06/30/2025
Actions				0 of 4 (0%)		
9/18/23		The Hope Team consisting of teachers, assistants, and administrator will attend county provided professional development from the Safe and Civil Schools Foundation for a two year period.			Amy Herlihy	06/30/2025

Notes: UCPS will provide the PD and give us the schedule for the trainings.

EOY SBMT Meeting 5-20-24 Notes: UCPS has provided professional development by Safe and Civil Schools during the 2023-2024 school year. The members of our HOPE team have attended training offered on the dates below.

2023 - 2024 School Year

August 3rd and 4th: 8:30-3:30

October 16: 8:30-3:30

October 20: Jessica Sprick was on campus providing direct support to our team.

January 16: 8:30-3:30

March 5: 8:30-3:30

Dates provided for 2024 - 2025 School Year:

August 15th and 16th

The county will provide the dates for the 2024 - 2025 school year. Once provided, dates will be shared with team members and plans will be made to attend the professional development sessions.

Year 1 professional development has been attended by team members. Keep the target date the same as originally stated (2025) since the PD is over a two year period.

9/18/23

The Hope Team will use the improvement cycle and staff feedback to improve/revise lesson plans in the PBIS manual for all common areas found on the PBIS matrix.

Amy Herlihy

06/30/2025

Notes: EOY SBMT Notes 5-20-24: The Hope Team has improved/revised the Playground and Hallway lesson plans. They have also made adjustments to the Arrival and Dismissal plans based on staff feedback. The new Arrival and Dismissal lesson plans have not been presented to staff yet. Lesson plans for the Cafeteria, Bathroom, Bus and Car Riders still need to be reviewed and possible revisions made to each plan. All lesson plans have not been completed at this time. The target date of June 2025 is still appropriate. The revised playground lesson plan is on pages 27 - 33. The revised Hallway lesson plan is on pages 22 - 23. PBIS Manual 23 24

9/18/23 The Hope Team will create instructional videos for each common area that teachers will show students so they can see expectations modeled.

Amy Herlihy

06/30/2025

Notes: EOY SBMT Notes 5-20-24: Instructional videos for the playground have been completed this year. Instructional videos for the Hallway, Arrival and Dismissal, Cafeteria, Bathroom, Bus and Car Riders still need to be completed. The Hope Team has not completed this action step yet. The target date of June 30, 2025 is still appropriate.

9/18/23 Evaluate classroom teacher clipboard sheets at the monthly Hope Team meetings to identify rules and common areas that need to be retaught to students.

Amy Herlihy

06/30/2025

Notes: EOY SBMT Notes 5-20-24: Clipboard sheets have been reviewed at most of the Hope Team Meetings. A challenge for the team has been not all teachers regularly submit a copy of their clipboard sheets to the counselor. A second challenge is pulling the data from the clipboard sheets into a table so that the information can be easily shared and viewed by all.

On 5/16/24, the Hope Team discussed using a google sheet for teachers to record cards pulled as opposed to turning in their clipboard sheet. Something similar has been used this year for teachers to enter information for the 9 week PBIS celebrations.

Example Williams PBIS sheet

There needs to be a weekly checklist of who has provided their clipboard sheets and a follow up if not submitted. We also need to create a spreadsheet where the data can be entered and easily viewed so that better feedback and support can be provided.

The team needs to continue this goal beyond the target date of June 30, 2024. The target date needs to be moved to June 30, 2025.

The counselor maintains a notebook with the clipboard sheets that have been submitted. Below is a link to the Hope Team meetings and review of clipboard sheets is a meeting topic on the agendas. Meeting dates the clipboard sheets were addressed include 10/5/23, 2/28/24, 3/14/24, and 4/18/24. Foundations Team Agendas 2023 2024

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>PLC groups are meeting once per week for Literacy planning and once per week for Math planning. They meet with the Instructional Support Specialist for these sessions. During the 2022-2023 school year, we are trying to incorporate 10 minutes of each planning session to review Tier I data. The purpose is to adjust our teaching to meet needs. For example, do lessons/standards need to be retaught as a whole class? Can it be covered in WIN Block or small groups? Our school needs to do a better job of reflection on previous year's plans instead of copying/pasting them into lesson plans for this year. They need to consider what adjustments need to be made. They also need to refer back to the standards and unpacking documents on a regular basis.</p> <p>Fall 2023: PLC teams will continue to meet with the ISS two times per week. This year, we will have a greater focus on teacher leaders helping run the meetings with the ISS serving more as a facilitator. Four staff members will attend PLC professional development in December provided by Solution Tree in order to learn more about the PLC process, planning, and responding when students aren't meeting learning targets. This year, we are also going to combine Tier I meetings with Growth Quadrant meetings.</p>	Limited Development 09/18/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
How it will look when fully met:			Teachers will effectively communicate with one another during planning sessions to create lessons and units aligned to the NCSCOS and student need. They will refer to previous year's lessons and consider adjustments needed, refer to county pacing documents and resources, refer to state standards and unpacking documents, and also utilize data to drive instruction. As we begin to do this, our school EVAAS data should show that we meet or exceed growth on state assessments.	Objective Met 05/21/24	Emily Phillips	06/30/2024
Actions						
	10/8/22	Read and review units for both reading and math prior to the unit beginning - it would be by 9 weeks for math and for each new CKLA reading unit (skills & knowledge). Make notes on PLC agendas of important info for the unit & which standards are going to be assessed/how they will be addressed.		Complete 05/20/2024	Emily Phillips	06/30/2024

Notes: May 2023: Every grade level meets to plan out and discuss units prior to the reading or math unit beginning. Grade levels have met prior to each new 9 weeks to review upcoming math standards and practice with them. For reading, new CKLA units are reviewed 1-2 weeks in advance and notes are made about the content, assessment, writing, standards, and other topics related to the unit. During these meetings, pacing calendars are created and/or adjusted to match what the teachers will be doing. The focus stays on the standards that are going to be addressed, and we compare that with the information we have from assessments such as probes and NC Check Ins. Grade levels have taken over this work for themselves if the ISS is not here to lead the discussion. Assessments are also a focus during that time to make sure what we teach is matching the rigor of the standard.

We have seen growth in our reading and math scores across the year in using this process (see document linked here for data.)

Data sheet from 22-23 school year

May 2024: This year, all grade levels have continued to meet and discuss math and reading units prior to teaching. Pacing calendars are created and adjusted as needed. The focus this year has been on standards that will be addressed not only per unit, but also per lesson. Through the use of documents, such as the Standard Analysis document, adjustments to lessons are made to ensure students are instructed on the standard of the day.

May 2023: All units for this year have been reviewed and planned for in both math and reading. We will need to continue to use the process next year, but we can look at our planning and notes from this year to support that process.

May 2024: This process needs to continue next year, and discussions of units and individual lessons need to occur consistently during PLCs.

10/8/22 Review end of unit assessments & make plans for formal & informal assessment along the way (probes in math; quizzes in reading); Make notes on PLC agendas & make sure our assessments align with the rigor of end of unit assessment and our teaching matches.

Complete 05/20/2024

Jennifer Deaton

06/30/2024

Notes: May 2023: Each grade level is doing things slightly differently when it comes to assessment, but all grades are reviewing assessments prior to teaching and reviewing their data after teaching each standard or unit.

In math, grades 1-5 were making their own probes to use at the end of each standard with students. Now they are making a shift to using probes that have already been created per standard. After completing each probe, they will grade them, create small groups, and turn in their data and small group plans to the ISS prior to their next math meeting so the data can be discussed. Kindergarten is implementing checklists for each standard to make notes on who is mastering each instead of giving a probe. NC Check In data is also reviewed after all students have taken it to ensure classwork and assessments match the rigor and to go back to reteach standards that were not mastered by majority of the grade level or by certain students. Data from iReady is also analyzed after diagnostics and growth checks.

In reading, teachers K-5 use mClass subtests for progress monitoring. The data from progress monitoring is looked at to see who is or is not making growth and/or progressing to grade level. WIN blocks and small groups are formed based on this data. All teachers also use assessments provided to them through the CKLA curriculum, but adjustments are made based on the needs of the students. Items are added in or removed to focus on exactly what was taught. Just as with math, NC Check In data is analyzed and plans are made to support students with specific standards.

Major testing dates and data review weeks were given to teachers in calendar format so they would know when the data was to be reviewed. PLC agendas were also sent in advance to teachers telling them what data to bring.

May 2024: This year, 1st, 2nd, 4th and 5th grades use math probes from the county to track student progress. They used these probes to see what next steps in instruction should be. Probes were reviewed by the ISS prior to use to make sure they matched the content students had been taught. Kindergarten used checklists to ensure all pieces of their standards were taught and mastered by students. Third grade created and used their own probes, but the same processes were completed using the data to inform next steps in instruction.

In reading, 3-5 teachers used county created reading probes as needed to assess student learning. Probes were chosen with the standards in mind and reviewed prior to instruction of those standards. End of unit assessments were reviewed prior to teaching the units to help our instruction match the rigor of the assessment. K-2 teachers reviewed

and modified both Knowledge and Skills assessments to increase the rigor of the assessment. An example of this was adding in a multiple choice and written component to the end of the 2nd grade CKLA insects unit.

In all, assessments were reviewed prior to units and the data was analyzed following the assessment to help find next steps.
May 2023: Continue this process next year with the use of probes from the beginning of the year.

May 2024: Continue the use of math probes, reading probes (as needed), and analyzing all data, such as NC Check In scores, to adjust instruction.

10/8/22	Update and adjust year long pacing calendars to reflect adjustments teachers are making in their instruction (shows if we extended time on units/standards based on data) .	Complete 05/20/2024	Emily Phillips	06/30/2024
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Notes: May 2023: As teachers plan their units and assess students on the content/standards, adjustments are made in the pacing. Each grade level has a calendar to refer back to where they can make adjusts in pacing for both reading and math. These adjustments are based on data and the need for more time. These calendars are viewed at almost every Math and Reading PLC and update at those times as well.

End of year review units have also been updated and paced out on these calendars to make sure there is adequate time for review.

May 2024: At the beginning of this year, teachers took a workday to plan out lessons for both reading and math across the year. They did this with the knowledge that their pacing would shift with the needs of their students. Pacing calendars provided from the county and from their previous year were used to support this process. As the year went on, changes were made to their pacing to reflect student needs. Pacing calendars were linked to the top of their PLC agendas and considered during the majority of grade level planning days.

May 2023: Continue pacing math and reading units and refer back to make adjustments as needed throughout the rest of the school year.

May 2024: Moving forward, grade levels should continue to reference the pacing guides from previous years. They should keep them in a place that is easily accessible and continue to make changes in pacing according to their classrooms and data.

Implementation:		05/21/2024		
Evidence	5/21/2024 Evidence is linked in the file folder at the top of the screen.			

Experience	<p>5/21/2024 May 2023: As teachers plan their units and assess students on the content/standards, adjustments are made in the pacing. Each grade level has a calendar to refer back to where they can make adjusts in pacing for both reading and math. These adjustments are based on data and the need for more time. These calendars are viewed at almost every Math and Reading PLC and update at those times as well.</p> <p>End of year review units have also been updated and paced out on these calendars to make sure there is adequate time for review.</p> <p>May 2024: At the beginning of this year, teachers took a workday to plan out lessons for both reading and math across the year. They did this with the knowledge that their pacing would shift with the needs of their students. Pacing calendars provided from the county and from their previous year were used to support this process. As the year went on, changes were made to their pacing to reflect student needs. Pacing calendars were linked to the top of their PLC agendas and considered during the majority of grade level planning days.</p> <p>May 2023: Continue pacing math and reading units and refer back to make adjustments as needed throughout the rest of the school year.</p> <p>May 2024: Moving forward, grade levels should continue to reference the pacing guides from previous years. They should keep them in a place that is easily accessible and continue to make changes in pacing according to their classrooms and data.</p>			
Sustainability	<p>5/21/2024 Moving forward, grade levels should continue to reference the pacing guides from previous years. They should keep them in a place that is easily accessible and continue to make changes in pacing according to their classrooms and data.</p>			