

Comprehensive Progress Report

Mission:

We cultivate a passion for learning and inspire students to achieve academic excellence, develop bilingual-biliterate mastery, and embrace sociocultural consciousness.

Vision:

Empowering globally minded leaders and lifelong learners in English and Spanish to positively impact the world.

Goals:

By June 2022, 100% of our staff will increase knowledge and application of the third pillar of dual language, “cross cultural competence”, so that they can effectively support the social and emotional development of students and create a healthy classroom community and school culture. (NCStar A4.06, E1.06, B.3.03)

By June 2022, we will increase the percent of students performing at College and Career Ready by 25% of 2020-2021 levels as measured by End of Grade Assessments and/or MAP. (A1.07; A2.04; A4.01).

By June 2022, 80% of K and 1 students will show growth on Spanish Overall Comprehension proficiency as measured by iStation (A2.04, A4.01, B 3.03).

By June 2022, at least 80% of 5th and 8th grade students will be performing NCDPI benchmark for DLI programs in Spanish Reading, Writing, Listening, and Speaking proficiency as measured by STAMP (A2.04, A4.01, B 3.03).

Duty-Free Lunch: The NC SBE's statutory provision 115-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)(A4.06.)

Duty-Free Instructional Planning Time for Teachers: The NC SBE statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04.)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)



! = 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>Kindergarten and First Grade teachers are using the Benchmark Adelante program and the North Carolina Science and Social Studies standards to create integrated literacy units for students. With assistance from the magnet coordinator, a scope and sequence was created to integrate the science and social studies standards into the Benchmark Adelante units of study. Teachers are using the Benchmark Adelante, Estrellita, Lunita, Canciones y Cuentos, and Spanish Common Core to facilitate Spanish phonics instruction and plan for bridging opportunities between the Spanish and English languages. Assessments are task-based and standards aligned.</p> <p>2-8: Biliteracy: Within grades 2nd-8th has implemented EL Education as the English Language Arts curriculum separate from Spanish Literacy. ELA teachers unpack the curriculum and resources provided via the district guides to begin developing standards-aligned units/lessons within a dual language context. Immersion teachers are using Adelante Resources and the district curriculum guides for science. The curriculum guides are currently written in the language of English and contain English only resources. Spanish Immersion teachers are curating Spanish resources to use in coordination with the district resources that were only provided in English.</p> <p>K-5 (Math): All teachers are using Envision to help develop math units following guidance given by the CMS district pacing calendars. They are using the Mastery Connect assessment in the language of English to assess student progress towards mastery. The assessments are currently in the language of English, although the textbook and some instructional resources are in the language of Spanish.</p> <p>6-8: MATH: Standards and Honors classes are using the Open Up material. High school credit courses are following the district units and pacing guides in addition to the student workbooks to create aligned units of instruction. The assessments are currently in the language of English, although the textbook and some instructional resources are in the language of Spanish.</p> <p>PROJECT-BASED LEARNING: Teachers collaborate with the CMS Talent Development Department to develop interdisciplinary units that tie in Science, Social Studies and Spanish for Native Speakers Instructional Standards to deepen overall learning.</p>	Limited Development 07/18/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<p>How it will look when fully met:</p>	<p>K-1 professional learning communities will continue to develop integrated literacy units with the use of Benchmark Adelante and the district provided science and social studies resources. In the future, Kindergarten and First Grade professional learning communities will create a viable literacy curriculum that encompasses standard aligned units of instruction. These units will include the best practices of the Biliteracy Unit Framework and are aligned to the North Carolina State Standards which integrates Social Studies and Science NC State Standards. The curriculum will accommodate vertical and horizontal articulation. Biliteracy units include differentiated instructional elements such as guided reading to support all students' needs. All units include data-driven differentiated opportunities (i.e. small group instruction) to ensure the deep understanding of knowledge and standards for all students. Professional learning communities will collaborate to identify the misconceptions in student learning and share instructional strategies and success criteria on a regular basis.</p> <p>Additionally, we are moving forward with EL Education, enVision, and OpenUp adoption professional learning communities will continue to become well-versed in delivering the curriculum and determining discretionary moves that meet the needs of our students and dual language program, while being mindful of standard aligned instruction. Teachers will use formative assessment data, provided by curriculum assessments, mClass, MAP, and CenterPoint assessments, to inform differentiated and small group instruction to ensure the deep understanding of knowledge and standards for all students. Professional learning communities will collaborate to analyze data to identify the misconceptions in student learning and share instructional strategies and success criteria on a regular basis.</p> <p>SORA and EPIC will serve as our online text resources in addition to Discovery Education for Spanish texts. Supporting teachers in their implementation of the adopted curriculum and analyzing and responding to student performance will be a priority.</p>	<p>Objective Met 05/24/22</p>	<p>Jennifer LiBrizzi (appointed Aug 2019)</p>	<p>06/01/2022</p>
<p>Actions</p>				
<p>9/28/21</p>	<p>K-2 will manually enter assessment data for mastery connect assessments.</p>	<p>Complete 10/28/2021</p>	<p>Russell, Cely, LiBrizzi</p>	<p>10/28/2021</p>
<p>Notes:</p>				

9/28/21	All teachers will create mastery connect trackers for Math and English Language Arts.	Complete 11/01/2021	Cely, LiBrizzi	11/01/2021
<i>Notes:</i>				
2/7/22	Within the weekly collaborative biliteracy planning, the facilitator is guiding the PLC's towards explicit language bridging.	Complete 06/01/2022	Caitlin Russell and Javier Cely	06/01/2022
<i>Notes:</i>				
2/7/22	Instructional leaders will provide professional development specific to vocabulary acquisition and development to create vocabulary rich classrooms. Some strategies include use of the Total Physical Response, realia, sentence frames, morphology, anchor charts and visual representations.	Complete 06/01/2022	Caitlin Russell and Javier Cely	06/01/2022
<i>Notes:</i>				
9/30/19	Collaboratively plan and implement North Carolina standards-aligned lesson plans that align to DLI best practices and CMS and Collinswood Instructional Expectations, mission and vision.	Complete 06/01/2022	Javier Cely, Caitlin Russell, Jennifer Librizzi	06/01/2022
<i>Notes:</i>				
9/11/20	Collaboratively analyze data to drive instruction by meeting in weekly data meetings and identifying whole group and small group needs.	Complete 06/01/2022	Javier Cely, Caitlin Russell, Jenifer Librizzi	06/01/2022
<i>Notes:</i>				
9/28/21	Facilitators lead PLC collaborative planning on a weekly/ biweekly basis (driven based on each PLC's need.)	Complete 06/01/2022	Cely, Russell	06/01/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
Evidence	6/8/2020 PLC agendas and data analysis protocols with small group planners. (K-1 Biliteracy Units) Completed K-1 Biliteracy Units. (EL Implementation) Lesson plans (K-1 Coaching and Support) Anecdotal notes from facilitators			

Experience	<p>6/8/2020</p> <p>PLC meeting structures were developed and adhered to. (K-1 Biliteracy Units) A dedicated staff member along with a contracted consultant supported this initiative. (EL implementation) Teachers attended district mandated professional development and received on site coaching support. (K-1 Coaching and Support) A dedicated support member provided differentiated professional development based on walk-through data and upon teacher request.</p>			
Sustainability	<p>6/8/2020</p> <p>Continued Professional Development. (K-1 Biliteracy Units)To support our K-1 Biliteracy Unit, we will continue dedicating a staff member along with a contracted consultant to support initiative. (EL Implementation) Ensuring that the EL implementation within the dual language model. (K-1 Coaching and Support) A dedicated support member will be requires to continue providing differentiated professional development and supporting new team members.</p>			

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Student support services				
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>According to FAM-S, our strengths lay in leadership, communication & collaboration, and the development and implementation of a tiered process. To support our areas of growth, we are:</p> <p>Training teachers and assistants (if approved) in the Orton Gillingham platform to support Core instruction and intervention.</p> <p>Training Facilitators and Assistants in Dreambox, i-Ready, AimsWeb and E-CATS to build capacity for consistent implementation and follow-through.</p> <p>Implementing</p> <p>a Master Schedule that supports a flex time in Middle School to address tiered instruction.</p>	Limited Development 09/10/2019		
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a Master Schedule that supports a 15 minute focus on Social Emotional Learning.

Social Emotional Learning Screener and Caring Schools Community Curriculum.

Concurrent intervention for students in the EC process

Spanish intervention in K-8 for students at iStation Level 1

Math and Reading intervention for those below the 10th percentile using Dreambox and iReady

Increase consistency of intervention by increasing the number of available substitutes to free trained assistants from coverage.

Fill TD vacancy or collaborate with district on an alternative solution.

To build on our strengths, we are continuing to:

- * build capacity in our team leads to facilitate data meetings to identify student needs and appropriate interventions or extensions. Through these meetings, we develop all teachers capacity and vision for MTSS processes and procedures.

- * train new teacher assistants and teacher leaders to deliver K-8 interventions.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>Our staffing, master schedule and service delivery models will ensure we are meeting the needs of all student MTSS Intensive Students, IEPs, LIEPs, and TD plans. By focusing efforts to implement a master schedule, service delivery and PLC planning structure to support MTSS, our FAM-S Building Capacity/Infrastructure for Implementation and Data Base Problem Solving will move to Optimizing.</p> <p>Our implementation of Caring Schools Communities, Restorative Practices, and the adjustments made to the master schedule will result in students and staff developing a common language, character guidelines and skills that support needs identified from Panorama fall screener. The Spring Panorama SEL Screener data will continue to help Collinswood identify trends in social emotional needs of our students and provide data-driven responses via our program planning.</p> <p>By intentionally targeting resources to our MTSS-A intensive students early in the school year, we will mitigate learning loss and promote opportunities for academic growth. We will measure the results of our interventions using progress monitoring tools outlined by the Standard Treatment Protocol, MAP assessments and other classroom benchmark and assessment data.</p> <p>By intervening for Spanish language immersion students in K-8 who are performing at iStation Level 1, we will promote opportunities for the development of Spanish language and literacy proficiency and increase program retention. We will measure progress using the standard treatment protocol tool, iStation.</p> <p>Teachers and teacher assistants will carry out intervention plans and progress monitor using systems provided. We will monitor weekly student attendance and progress monitoring via Aimsweb, iStation, and mClass depending on the subject and grade.</p>	<p>Objective Met 05/24/22</p>	<p>Jennifer LiBrizzi (appointed Aug 2019)</p>	<p>06/01/2022</p>
<p>Actions</p>				
<p>9/28/21</p>	<p>Train ILT members to build capacity for key intervention and progress monitoring systems (Aimsweb, Dreambox, i-Ready).</p>	<p>Complete 02/07/2022</p>	<p>LiBrizzi</p>	<p>12/20/2021</p>
<p><i>Notes:</i></p>				
<p>9/10/19</p>	<p>PLC's are analyzing MAP and are identifying students below the 10% percentile and beginning to start MTSS interventions.</p>	<p>Complete 06/01/2022</p>	<p>LiBrizzi, PLC Teams</p>	<p>06/01/2022</p>

<i>Notes:</i>				
9/13/20	K-4 teachers will benchmark/progress monitor students in Spanish in iStation monthly. Teachers identify K-8 students who are below grade level and assign them at least 2 week/ for istation.	Complete 06/01/2022	Russell	06/01/2022
<i>Notes:</i>				
9/28/21	Train teachers in Orton Gillingham to enhance pedagogy in teaching Spanish and English phonics.	Complete 06/01/2022	Russell	06/01/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
Evidence	6/2/2020 (MTSS) Monthly meetings were held with grade level leads to monitor the success of the program. (MTSS teacher assistants) Teacher assistants meeting minutes. (Plans) Student plans in Share Point. (Implementation) Progress monitoring data on Share Point.			
Experience	6/2/2020 (MTSS) Teachers received district and school-based professional development. (MTSS teacher assistants) Assistants met with facilitator and dean weekly to receive professional development. (Plans) During bi-monthly data meetings students needing support were identified and plans were created in Share-Point. Teachers were trained on interventions and progress monitoring tools. (Implementation) Teachers were responsible for implementing Tier 2 supplemental interventions and progress monitoring. Teacher assistants were responsible for implementing intensive interventions. Teachers were responsible for progress monitoring intensive interventions.			

Sustainability		<p>6/2/2020</p> <p>(MTSS) Increased professional development focusing on progress monitoring.</p> <p>(MTSS teacher assistants) Continued professional development.</p> <p>(Plans) Continued professional development on MTSS processes and progress monitoring tools.</p> <p>(Implementation) Ensure there is a schedule in place to provide dedicated time for interventions and progress monitoring. Provide professional development on how-to conduct interventions and progress monitoring.</p>			
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:		<p>Collinswood Language Academy teachers use the Caring Schools Community Curriculum (elementary) and counselor or teacher created social emotional learning slides during the morning SEL block or homeroom to address social emotional needs, improve student connection and build community. School wide behavior expectations called the "Behavior Matrix" have been established for all grade levels. Each classroom has posted a "Behavior Matrix" which defines explicitly the expected behaviors across settings (cafeteria, classroom, bathroom, hallways.) The staff have received training on "Relational Tools" as well as Restorative Practices in order to strengthen their teaching skills in helping students develop their emotional regulation and other social-emotional skills. Each classroom has also developed a "Treatment Agreement" to help empower and create ownership of how students will treat each other within the school. Teachers have received on going training by the district Restorative Practices Team to also address unconscious bias. Our school counseling team, district Restorative Practices Team and the administrative team have modeled for teachers how to implement a circle within their classrooms.</p> <p>Upon review of the school Panorama Data, an area of focus is to help students utilize emotional regulation strategies. As a result, our School Counselors have implemented staff training for each teacher to implement a "Calming Corner" (elementary) or "Chill Out Zone" (middle school) where students can take ownership and responsibility for their own skill development.</p> <p>As students have greater SEL needs, teachers and school counselors collaborate with parents for Tier 2 or Tier 3 support. Behavior</p>	Limited Development 09/10/2019		

interventions vary depending on the student need. Examples include Check-In/Check-Out, small group intervention, engagement of behavior management technician and school-based counseling according to MTSS-B standard treatment protocol. Some, but not all teachers utilize Reflection Sheets and restorative questions to address behavior and emotions in the classroom that disrupt the learning environment. School counselors use evidence based curriculum, such as, Second Step, during classroom guidance to teach students to identify and regulate their emotions. Grade level assemblies are also facilitated as proactive measure to set school-wide behavior expectations. During these assemblies, students are also made abreast of character development and academic standards, as it relates to social-emotional regulation.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Teachers flexibly incorporate SEL into the fabric of their instructional day. They will have the skills needed to support students' in their social emotional development. Students will utilized a variety of SEL skills and strategies to support heathy interactions with their peers. Students will report a sense of belonging and trust as members of our school community. Student and staff will share a mutual ownership of the school culture and students will own their learning. All students experience a safe, caring school environment where their identity is validated.

Our Student Services PLC, consistently reviews a variety of data sources (Panorama, failures, as well as other instructional data points--mastery connect, MAP, EL microphases, iStation) to guide teachers towards a strong Tier 1or "Core Behavior Approach" that focuses on a whole child approach to classroom instruction. The Student Services PLC leads Tier 2 and Tier 3 intervention efforts.

**Objective Met
05/24/22**

**Carol Rodd
(appointed July
2018)**

06/01/2022

Actions

9/13/20	School counselors with the support of the Student Services PLC will aid teachers in conducting the Panorama screener to assess students social-emotional well-being and identify students in need of supplemental or intensive support.	Complete 06/01/2022	Burgess, Ogando	06/01/2022
<i>Notes:</i>				
9/13/20	Student Services PLC will collaborate with MTSS Facilitator and EC staff to provide behavior interventions for students on Supplemental and Intensive MTSS-B plans.	Complete 06/01/2022	Burgess, Ogando, Garcia	06/01/2022
<i>Notes:</i>				
2/7/22	Staff will receive training on Restorative Practices implementation.	Complete 06/01/2022	Ogando, Librizzi, Burgess	06/01/2022
<i>Notes:</i>				
2/7/22	All classrooms will establish a space for students to self-regulate under the support and guidance of our Student Services Team. (Calming Corner or Chill Out Zone.)	Complete 06/01/2022	Ogando, Burgess, Black	06/01/2022
<i>Notes:</i>				
2/7/22	The counselors will prepare of list of items to support students in their emotional regulation that will be given to each classroom teacher.	Complete 06/01/2022	Ogando, Burgess, Black	06/01/2022
<i>Notes:</i>				
2/7/22	The counselors will take the lead in organizing a "Reset/ Cool Down Room" for students who temporarily need greater levels of support. Sensory exploration tools will be available to support students in their emotional regulation and return back to their classroom.	Complete 06/01/2022	Ogando, Black, Burgess	06/01/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
Evidence	6/4/2020 (Walk-through form)- Google form and excel generated responses. (Kid-talk)- Kid-talk agenda and minutes. (Cultural Proficiency Trainings)- District provided list of staff members who completed the modules A and B, the IDI survey, and the feedback. (Incentive Program)- Presented at staff meetings and announced school wide. (Bus behavior) As evidenced by school wide data, the high incident category, bus misbehavior, was reduced by 50%. (Counselors)- Documentation of visits.			

Experience	<p>6/4/2020 (Walk-through form)- Walk-through forms were completed and modified to reflect our school's focus. A walk-through schedule was also completed. (Kid-talk) Kid-talks were part of the master schedule. Teachers, support staff, and student services participated in the meetings. (Cultural Proficiency Trainings) All staff members attended modules A and B. (Incentive Program) We are proud to see the overall school behaviors improve this year evidenced by the data on the Navigator Portal. (Bus behavior)- Navigator Portal's report of decreased bus infractions. (Counselors visit morning meetings)- Counselors regularly attended morning and community meetings.</p>			
Sustainability	<p>6/4/2020 (Walk-through form)- Consistency around the walk-through schedule. Developing a form that reflects our school improvement focus. (Kid-talk)- Ensure that the master schedule allows for student services and support staff to meet as needed with teachers and that there is follow-up to the discussions. (Cultural Proficiency Training)- Following up with the district to provide the IDI feedback as well as module C and D. (Incentive Program)- We will make the incentive program more visible so that students are encouraged to demonstrate good behaviors. Teachers will consistently reinforce and reward the behaviors. (Bus behavior)We will continue to provide PD for all teachers to promote positive teacher/student relationships and enhance cultural proficiency. We will continue to build relationships with all stake holders to ensure overall positive school climate. (Counselors)- Counselors will establish a schedule.</p>			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	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>The principal and instructional leadership team have developed a master schedule and daily lesson expectations in alignment with district requirements. Within the staff handbook, instructional expectations are defined for teachers. Clearly defined roles and responsibilities have been created for the Dean of Instruction and Dean of School Culture. The roles and responsibilities for the instructional team have been clarified and adjusted to meet the current needs of our staff based on need and content area. The principal monitors instruction daily through a distributive model where instructional team members (facilitators, coach, teacher leaders) and grade level team leaders lead PLC's, check in daily with their teams and support consistent implementation of the Collinswood Instructional Expectations. An electronic walkthrough form was created to align with the district and Collinswood expectations. Informal class visits by the instructional team and administrators happen routinely. The staff have been trained on the walkthrough form. Daily collaborative planning is established as part of the master schedule. Facilitators provide explicit coaching support within planning which includes modeling, and guiding practice. The admin team meets briefly every day to address any immediate instructional needs of teachers or staff.</p>	<p>Limited Development 10/16/2019</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	

How it will look when fully met:

When this objective is fully met, all staff members will have an opportunity to receive feedback from the administrative team, instructional team as well as each other. Teacher to teacher class visits and learning walks will allow for authentic and self-directed learning, owned by the teachers and staff members. Information about student mastery will drive our instructional framework. Exit tickets and formative assessments will be routinely entered into the mastery connect data tracking tool. Teachers will plan small groups and individual conferences based on this information or data. Planning conversations center on data driven instruction around which students have mastered which objectives. The instructional team tier support for our teachers based on their professional learning need. And veteran teachers and teacher leaders will lead mini-professional development sessions. Learning walks will become part of the fabric of our school culture as we become self-directed professionals supporting each other to develop bilingualism and biliteracy as well as learning mastery of the NC State Instructional Standards.

goals are providing a scaffolded coaching model to best support teachers as they transition into a new model for providing instruction this year.

Due to Covid-19, we could be providing instruction in-person, in a hybrid model and/or in a remote model for all students throughout this school year. We will be working to update our systems for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will be updating practices to observe and coach teachers in both an in-person and virtual setting. We will also be updating the ways in which we provide teachers feedback to ensure we are able to maintain a continuous coaching cycle regardless of the mode of delivery we are in.

We have used PTA funds and school funds to purchase additional instructional resources, particularly in the language of Spanish such as Learning A to Z, Screen-castomatic, to support our dual language vision. The principal, administrative and instructional team will conduct routine walkthroughs and provide feedback to teachers beyond the formal observation and evaluation structure. The principal and administrative team will attend PLC meetings.

**Objective Met
05/24/22**

**Carol Rodd
(appointed July
2018)**

06/01/2022

Actions				
1/31/20	Admin and ILT team will conduct walkthroughs and provide feedback to teachers.	Complete 06/01/2022	Carolyn Rodd	06/01/2022
<i>Notes:</i>				
9/28/21	ILT will conduct focused data dives in order to target PLC areas of improvement.	Complete 06/01/2022	LiBrizzi, Jenkins, Rodd	06/01/2022
<i>Notes:</i>				
9/30/21	The admin and instructional team will conduct informal classroom visits to provide immediate support and feedback to teachers and staff.	Complete 06/01/2022	Carol Rodd (appointed July 2018)	06/01/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
Evidence	6/4/2020 A documented schedule was created and implemented.			
Experience	6/4/2020 A digital walk-through form and schedule were created using google forms which reflected the key components of instructional expectations.			
Sustainability	6/4/2020 Continue to create a schedule to include the Instructional Leadership Team to participate in the walk-throughs. The team will make sure unpack the information gathered during the walk-throughs. Develop a form that focuses on specific areas of focus.			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>In order to help parents fully engage in the learning lives of their children, PLCs send home weekly newsletters via Remind in English and in Spanish indicating current instructional standards and important information. These newsletters provide families with consistent information and helps us build trust between school and home. The principal also sends a weekly Connect Ed message by phone and email with important updates and resource links.</p> <p>Opening of year communication included a welcome packet in English and in Spanish that helped families become immediately connected with their homeroom teacher and the school. In addition, teachers called each family to welcome them to the school year and provide important first week reminders.</p> <p>Our website was extensively revised to include a middle school athletics page, a calendar of events, and a link to our new Parent Handbook.</p>	<p>Limited Development 09/10/2019</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	

How it will look when fully met:

When fully implemented, families will be informed of current events and important updates/action items via weekly Connect Ed messages from the Principal. These messages refer families to our website for more detailed information. Second, the Instructional Support team will create a google site that links to our school website. This site will supply families with resources including tutorials and information relevant to supporting learning from home in both English and in Spanish. Third, the main website will contain key marketing information to promote Collinswood's dual language program. Fourth, weekly communication from PLCs provide another layer of information for families, including specific events and instructional standards relevant to the grade level. The communication refers families to resources on our school website for more information.

The website includes an area for families to express concerns and keep themselves informed of the progress made toward our goals. To this end, the Principal will hold quarterly Coffee Chats via zoom or in person where concerns and information can be shared.

The Administrative Team will maintain a published Parent Handbook which parents can reference to uphold expectations of our school policies and procedures (arrival and dismissal, behavior matrix, attendance, uniform, etc.).

The Administrative team and teacher leaders will coordinate volunteer trainings to promote and retain active volunteers who support academic and social emotional growth of students through mentoring and tutoring programs, day to day operations and beautification of the interior and exterior of the school.

The Instructional Leadership team will coordinate with the School Leadership Team to survey and develop opportunities for parents to learn about resources to support their child's academic, social and language support.

**Objective Met
05/24/22**

**Jennifer LiBrizzi
(appointed Aug
2019)**

06/01/2022

Actions				
9/28/21	Create and communicate a parent handbook that is inclusive of grading policy practices that align to the 2021-2022 CMS grading policy.	Complete 10/15/2021	LiBrizzi	10/15/2021
<i>Notes:</i>				
9/10/19	Facilitators will monitor weekly communication from grade levels for content and consistency.	Complete 06/01/2022	Jen LiBrizzi	06/01/2022
<i>Notes:</i>				
9/28/21	Principal and admin will send a weekly communication to families highlighting important topics and events. Email communication will be added as an announcement on the school website.	Complete 06/01/2022	Rodd, LiBrizzi	06/01/2022
<i>Notes:</i>				
Implementation:		05/24/2022		
Evidence	6/4/2020 (Facilitators)-Facilitators are included in the distribution of the communication with families.			
Experience	6/4/2020 (Facilitators)During weekly PLC business meetings facilitators suggested key information that needed to be shared with parents. Often times, they also proofread or translated the communication prior to distribution.			
Sustainability	6/4/2020 (Facilitators)-Continue to monitor through observation of newsletters, Class Dojo, and/or any other form of parent communication.			