

## Comprehensive Progress Report

**Mission:** Empowering Wonders to fulfill their potential

**Vision:** To create a community where ALL Wonders value the limitless impact we will have on our world.

**Goals:**

All students will receive high quality standards aligned core instruction, measured by non EOC standards, by 2023

Fully embed a multi-tiered student support system such that all students will have equitable access to rich, diverse, engaging educational opportunities by 2022

All students will receive high quality standards aligned core instruction, measured by EOC standards, by 2023



! = 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>Core subjects have curriculum documents using the Understanding by Design framework. Some content area teams are ready to use student work samples to analyze students' strengths and needs. Teachers also continue to review documents and create lesson plans that address the learning goals. All KCS UbD documents (and many other resources for standards-aligned curriculum) are housed at <a href="http://kcsteachertools.com/">http://kcsteachertools.com/</a>.</p> <p>Teachers of core subjects meet weekly in Learning Teams during a common planning time to update, add to and utilize curriculum documents.</p>	Limited Development 12/07/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>When this objective has been met all subjects in the high school will consistently implement aligned curriculum documents evident in their Learning Team Meeting Minutes, which <u>department chairs</u> will facilitate and monitor.</p> <p>Our MTSS Tier 1 Core Instruction will improve such that 85% of audited Learning Team Minutes will include consistently standards-aligned curriculum documents.</p> <p>Common Formative Assessments will be implemented by 100% of our Learning Teams.</p> <p>Our School Performance Grade will increase from the 2019-2020 academic year as an indicator of full implementation.</p>	<b>Objective Met 03/12/21</b>	<b>Garrett Cooperman</b>	<b>12/18/2020</b>
<i>Actions</i>					
	9/25/19	A professional development plan that includes monthly opportunities for teachers to improve Tier 1 Core Instruction will be created and provided to staff.	Complete 08/12/2019	Garrett Cooperman	08/12/2019
<i>Notes:</i>					

3/27/17	Information is shared with teacher leaders from school/district leadership regarding DPI professional development opportunities that align to school/district initiatives.	Complete 06/07/2019	Garrett Cooperman	09/01/2019
<i>Notes:</i> Information comes through KILT and C&I				
7/17/18	Departments review notes template used in Learning Team Meetings to verify that it demonstrates implementation of UbDs.	Complete 12/09/2019	Department Chairs	11/12/2019
<i>Notes:</i>				
9/18/19	Departments submit their template to SIT.	Complete 12/09/2019	Department Chairs	11/12/2019
<i>Notes:</i>				
9/18/19	SIT A2.04 subcommittee reviews templates.	Complete 12/09/2019	School Improvement Team A2.04 Subcommittee	11/12/2019
<i>Notes:</i>				
9/18/19	SIT subcommittee reviews templates and folders to determine the extent of implementation of this indicator.	Complete 12/09/2019	School Improvement Team A2.04 Subcommittee	12/09/2019
<i>Notes:</i>				
9/18/19	Departments set up and shared folders that house all Learning Team Meeting notes and standards-aligned unit instructional materials in organized folders by content.	Complete 05/20/2020	Department Chairs	04/20/2020
<i>Notes:</i>				
9/25/19	Create common formative assessments in each tested subject area Learning Team.	Complete 04/22/2020	Sara Newell	04/20/2020
<i>Notes:</i> Dr. Newell will work with the other content area administrators and the School Improvement Team to monitor the implementation of this action step.				
9/18/20	Survey departments about implementation and frequency of CFAs.	Complete 02/15/2021	Angelo DelliSanti	12/18/2020
<i>Notes:</i> Average report from Learning Teams of 4.6/5.0 (where 5.0 is we always use CFAs) with 16/19 teams reporting. On the same scale, the average report was 3.2 on reviewing student data.  <a href="https://docs.google.com/spreadsheets/d/1TNTJM-1fb8-x5XNPwG0E5TxPjjeLrKOEfoQNEJLldD4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1TNTJM-1fb8-x5XNPwG0E5TxPjjeLrKOEfoQNEJLldD4/edit?usp=sharing</a>				

	2/15/21	Determine what tools are being used to collect student academic data in Learning Teams.	Complete 03/08/2021	Garrett Cooperman	03/08/2021
	<i>Notes:</i>				
	<b>Implementation:</b>		03/12/2021		
	<b>Evidence</b>	6/25/2018 Learning Team agendas and minutes are housed in shared folders and demonstrate consistent implementation of UbDs across core subject areas. All core content areas are using common formative assessments.			
	<b>Experience</b>	6/25/2018 Instructional Lead teachers participated in monthly professional development sessions with Dr. Parker, Principal and Cara Wolford, K-12 Curriculum and Professional Development Coordinator. Each core area met twice a week under the leadership of the Instructional Lead and an agenda was provided weekly outlining goals and objectives. SchoolNet was used to create common assessments and benchmark assessments aligned to standards. 03/08/2021 Our Leadership Team developed a professional development plan that included monthly opportunities to shore up alignment in Tier 1 Core Instruction. We built common planning for core subject areas into the master schedule. Our Instructional Leadership Team built and shared with staff a Learning Team agenda template focused on aligned instruction and student support. A SIT subcommittee reviewed and verified implementation of Learning Team processes to ensure implementation of aligned UbD curriculum. The SIT built a shared folder system organized by content area to house Learning Team meeting notes. Our Learning Teams began using common formative assessments and made that an embedded practice to collect student data.			
	<b>Sustainability</b>	03/08/2021 We will continue to assess the use and application of student data to intervene and support student learning, and will continue to develop a tiered instructional and SEL support system for students. We will also develop and progress monitor the implementation of a plan to increase student self-assessment and data-tracking.			
	<b>A2.08</b>	<b>ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Teachers are being intentional in different way within the school when it comes to student self regulation. This is being done currently through the use of:

Use of rubrics and metacognitive discussion to inform practice after assessment

Use of rubrics, instruction on agency,

Creation of videos for problems that are missed, attached to benchmarks so students can review according to their need.

Implementing interventions like those mentioned above, but are not having students do self-reflective work that bears fruit in future activities.

Hands-on approach intrinsic to content. Students know when they don't meet the standards because the proof is in their product.

The foundational work is present, however we need to refine what interventions students need but still need to focus on giving students agency and control over their own learning metacognitively. A uniform set of tools to self-assess and self-monitor the implementation of these interventions will need to be established.

Limited Development  
10/16/2021

<b>How it will look when fully met:</b>	<p>Time is spent coaching students on using these important metacognitive skills, which are life skills as well as academic skills. Students are taught to self-assess, set goals, and progress-monitor while in the classroom as well as in their personal lives.</p> <p>Students are learning deeply rather than broadly in every content area. Students know the areas they are mastering and struggling with. Students understand how to move forward in their mastery.</p> <p>Each department will collaborate to establish a clear goal and process in hopes that they can be shared cross department to best support students and see uniformity.</p>		<b>Mauricio Restrepo</b>	<b>06/30/2022</b>
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/16/21	Departments will develop a system for each department to assist students in self assessment for next month		Mauricio Restrepo	11/08/2021
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Data analysis and instructional planning</b>			
	<b>A3.01</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Departments are utilizing data driven measures to assess student need for pockets of students and not necessarily individual students in all levels and learning teams.

LTs use the Learning Team checklist to ensure that they are discussing student successes and needs from the previous week and to plan upcoming lessons. LTs are not consistently analyzing clear data to determine student needs. Data is used in aggregate, however not for individual students; examining benchmark questions for large groups but not particular students' needs.

Specifically for EL students - ACCESS testing being used as well as informal assessment but has room for analyzing classroom data for this purpose.

Foundation is present - we know we need to collect data and we do reflect on student performance, but we need to tie those things together and be intentional about the analysis of student data in support of their success.

Limited Development  
10/16/2021

<b>How it will look when fully met:</b>	<p>Learning Teams will be engaging in data analysis on a weekly basis.</p> <p>Projects, Ellevation, formative assessments, summative assessments, NC Check-ins, standards based assessments/tasks, benchmarks, common Canvas Assessments, exit tickets, writing samples, prescriptive testing, student surveys, likert scale item, FastBridge</p> <p>Data analysis and intervention will be a continuous cycle.</p> <p>Progress monitoring will be embedded.</p>		<b>Angelo DelliSanti</b>	<b>06/30/2022</b>
<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/16/21	Create a survey to gather what information and tools are being collected by learning teams and how the information is being used		Angelo DelliSanti	11/08/2021
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



**Initial Assessment:**

We are currently in Phase One of a three-five year plan for full implementation of the MTSS process/Tiered Instruction. Currently, we are focusing on Tier 1/Differentiated Core instruction to meet the needs of groups of students based on collected data. We are also constructing systems to provide interventions in Tier 2.

Many of our staff members have had professional development opportunities focused on the MTSS process, Standard Treatment Protocols, Positive Behavior Intervention Support, Trauma Informed Schools/Resiliency Model, and Understanding by Design framework.

Our focus for the year includes a more common, school-wide approach to teaching and learning that stresses the importance of meeting the social and emotional needs of our students thus encouraging higher academic growth. Due to the interruption of the COVID19 pandemic, we are still in Phase One of a school-wide PBIS initiative that includes the launch of a new Renaissance Program, and have included a daily advisory called "Wonder Time". This has helped us establish and teach school-wide expectations and directly teach social/emotional, employability, and self-advocacy skills.

Limited Development  
12/08/2016

<p><b>How it will look when fully met:</b></p>	<p>A fully implemented MTSS will be an integrated, comprehensive tiered framework that focuses on NCSCOS standards, differentiated core instruction, student-centered learning, individualized student needs, and the alignment of systems and protocols necessary for all students' academic, behavioral, and social/emotional success.</p> <p>MTSS implementation will offer the foundation for systemic change through intentional design and redesign of services/ supports that quickly identify and match the needs of all students.</p> <p>Wonder Time activities will be provided to staff on a weekly basis and will include opportunities for students to address academic gaps and SEL needs.</p> <p>The positive behavioral referral system will recognize at least 30 students per month to build a school culture that celebrates the school's core values, which include growth in a focus on improved Tier 1 Core Instruction.</p> <p>Through the improvement of Tier 1 Core Instruction and the implementation of our MTSS goals, we will increase our overall SPG by 3% by the end of the 2020-2021 academic year.</p>	<p><b>Objective Met</b> <b>10/16/21</b></p>	<p><b>Sara Newell</b></p>	<p><b>06/15/2022</b></p>
<p><b>Actions</b></p>				
<p>9/25/19</p>	<p>Create a PBIS positive referral system.</p>	<p>Complete 08/14/2019</p>	<p>Garrett Cooperman</p>	<p>08/14/2019</p>
<p><i>Notes:</i></p>				
<p>9/25/19</p>	<p>Establish weekly Wonder Time activities focused on student self-management skills, as well as social-emotional awareness and employability content.</p>	<p>Complete 01/13/2020</p>	<p>Mauricio Restrepo</p>	<p>12/09/2019</p>
<p><i>Notes:</i> Use Wonder Time to provide students an opportunity to self-monitor and access to the direct academic guidance of our student services team as well as the tracking support of a staff member.</p>				
<p>9/18/20</p>	<p>Complete beliefs survey.</p>	<p>Complete 10/12/2020</p>	<p>Sara Newell</p>	<p>11/09/2020</p>
<p><i>Notes:</i></p>				
<p>3/13/17</p>	<p>Form a school-level MTSS Team</p>	<p>Complete 07/15/2020</p>	<p>Sara Newell</p>	<p>12/11/2020</p>
<p><i>Notes:</i> Share data from Core/Tier I Instruction analysis and identify trends and areas of need.</p>				
<p>9/18/20</p>	<p>Continue to fill out MTSS referral forms. Check for consistency at the department level.</p>	<p>Complete 12/08/2020</p>	<p>Mauricio Restrepo</p>	<p>12/14/2020</p>

		<i>Notes:</i> At department meetings, include a check-in on MTSS forms and needs for each agenda.			
	9/18/20	Survey departments about comprehension/training on MTSS.	Complete 02/15/2021	MTSS team	01/11/2021
		<i>Notes:</i>			
	2/15/21	Determine tiered rollout for MTSS.	Complete 05/10/2021	Admin Team	05/10/2021
		<i>Notes:</i> What will tiered rollout look like at ALB? Dr. Newell presented tiered rollout information during the month of April and teams had opportunities to respond and ask questions. Next year's plan will include a focus on Tier 1, Tier 1 +, and Tier 3. We will design more detail around Tier 2 next year.			
	9/25/19	Use staff development funds to provide at least 1 Professional Development opportunity focused on MTSS framework components.	Complete 06/01/2021	Sara Newell	06/15/2021
		<i>Notes:</i> Collaborate with the Assistant Principal in charge of professional development and the instructional coach to create and provide PD to this effect.			
	6/29/21	Create additional action steps for 2021-2022.	Complete 10/11/2021	Sara Newell	09/01/2021
		<i>Notes:</i>			
	10/16/21	Organize and execute a PD for staff on October 8, 2021	Complete 10/11/2021	Sara Newell	10/11/2021
		<i>Notes:</i>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>ALB has established and is developing a daily advisory period called "Wonder Time". This period of approximately 20 minutes per day is used to provide students with essential information through Canvas Announcements, disseminate important materials including progress reports, provide students with centralized SEL and 21st century skill instruction, and to provide students a consistent time to be able to check in with a teacher who can follow and monitor their progress throughout the year. Planning of Wonder Time activities is managed by Mr. Restrepo, who collaborates with our school counselors and other staff to organize a focus on social/emotional needs and other life skills.</p> <p>We have offered professional development on PBIS and the philosophy behind positive behavior support. Our school mission developed in summer, 2019 by the school improvement team focuses on empowering Wonders to fulfill their potential. We have hired a dedicated intervention specialist who supports at-risk students, drop-out prevention, and collaborates with the rest of the student services team to help our graduation cohorts succeed. Our student services staff meets frequently to discuss groups of students and common social/emotional needs in the school.</p> <p>Our #BEAWONDER program supports positive behaviors, including a positive referral system and incentives based on academics and a commitment to our school's core values. A team of staff members collaborates to direct that program and involves students in the decisionmaking process.</p>	<p>Limited Development 12/08/2016</p>		
<p><b>How it will look when fully met:</b></p>	<p>Teachers will be more aware of their students' social emotional functioning in their classrooms during core instruction and will have the needed information to practice core intervention strategies to support the social/emotional needs of students.</p> <p>Teachers will use supporting evidence to make appropriate referrals to Student Services. The SS staff will then make any necessary referrals for needed services and interventions, both inside and outside the school.</p>		<p>Jessica Reynolds</p>	<p>06/15/2022</p>
<p><b>Actions</b></p>		<p><b>12 of 16 (75%)</b></p>		
<p>9/22/17</p>	<p>Selected staff will attend Restorative Practices training on June 12-13, 2017 sponsored by the Cabarrus Health Alliance.</p>	<p>Complete 06/14/2017</p>	<p>Todd Parker</p>	<p>06/14/2017</p>
<p><i>Notes:</i> Trained staff will continue to get support from CHA while implementing the practices and training additional staff.</p>				

9/22/17	ALB staff will attend a staff retreat, "Mission Building Day", that will re-establish and emphasize impact of poverty on student performance and strategies for managing struggling learners.	Complete 08/21/2017	Todd Parker	08/21/2017
<i>Notes:</i>				
9/18/20	Implement positive referral system: Share a form for teachers to write positive referrals. Paint the white negative space on the Wonder Wall outside the media center to create room for new student names.	Complete 09/14/2020	Garrett Cooperman	09/14/2020
<i>Notes:</i>				
9/18/20	Monitor #BEAWONDER program (renaissance program) activities in alignment with the team's goals in support of Tier 1 Core Instruction and a school culture that fosters academic, social, and emotional growth.	Complete 02/15/2021	Keri Cauble	11/09/2020
<i>Notes:</i>				
9/18/20	Create and administer Wonder Time activities to support 21st century learning and SEL. Monitor monthly to ensure implementation and success.	Complete 02/15/2021	Mauricio Restrepo	12/14/2020
<i>Notes:</i>				
9/18/20	Create MTSS referral system. Share referral forms for MTSS, student counseling services, and social worker.	Complete 01/11/2021	Sara Newell	01/11/2021
<i>Notes:</i>				
9/18/20	Use a staff book study of the book "Mindset," by Carol Dweck, to help staff develop and sustain positive and growth-oriented dispositions schoolwide.	Complete 01/11/2021	Angelo DelliSanti	01/11/2021
<i>Notes:</i>				
1/11/21	Update positive referral system for digital implementation.	Complete 02/15/2021	Stacy Giaccone	01/11/2021
<i>Notes:</i>				
1/12/21	Review MTSS referral system with staff.	Complete 02/15/2021	Sara Newell	02/08/2021
<i>Notes:</i>				
2/15/21	Determine implementation of MTSS referral system.	Complete 05/10/2021	Sara Newell	05/10/2021
<i>Notes:</i> Referral system has been shared with staff and the next step will be to review the data sheet. We completed the FAM-S as well.				
2/15/21	Monitor #BEAWONDER program (renaissance program) activities in alignment with the team's goals in support of Tier 1 Core Instruction and a school culture that fosters academic, social, and emotional growth.	Complete 05/10/2021	Keri Cauble	06/03/2021
<i>Notes:</i>				

6/29/21	Implement Capturing Kids' Hearts training for all staff	Complete 09/13/2021	Angelo DelliSanti	08/01/2021
<i>Notes:</i>				
10/16/21	Staff feedback will be an average of 4.1 when answered by at least 65% of the staff		Angelo DelliSanti	01/10/2022
<i>Notes:</i>				
10/16/21	65% of our staff will respond to the weekly check ins by January SIT Meeting		Angelo DelliSanti	01/10/2022
<i>Notes:</i>				
10/16/21	Continue to train new staff and monitor implementation of CKH		Angelo DelliSanti	06/30/2022
<i>Notes:</i>				
10/16/21	Re-administer Student Feedback Survey and receive a rating of 4 or 5 for 80% of responses with at least 50% response rate		Angelo DelliSanti	06/30/2022
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our School Improvement Team (SIT) meets once per month. It consists of the principal, assistant principals, teacher leaders, other staff members, parent(s), and student representative(s). This team reviewed and updated our School Improvement Plan based on school data and current school needs. It will implement and progress-monitor the execution of the School Improvement Plan through the work of SIT Subcommittees, Departments, Learning Teams, and the Leadership Team.</p> <p>Our Leadership Team also meets once per month. It consists of the principal, assistant principals, student services personnel, and administrative support personnel. This team executes the management needs of the school, and directs the implementation of schoolwide functions and programming.</p>	Limited Development 12/08/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Our School Improvement Team (SIT) meets once per month. It consists of the principal, assistant principals, teacher leaders, other staff members, parent(s), and student representative(s). This team reviewed and updated our School Improvement Plan based on school data and current school needs. It will implement and progress-monitor the execution of the School Improvement Plan through the work of SIT Subcommittees, Departments, Learning Teams, and the Leadership Team.</p> <p>Our Leadership Team also meets once per month. It consists of the principal, assistant principals, student services personnel, and administrative support personnel. This team executes the management needs of the school, and directs the implementation of schoolwide functions and programming.</p> <p>When this objective is fully met, the SIT will operate from a fully-functioning School Improvement Plan to direct the execution of action steps designed to fulfill objectives in support of our school's goals. These goals will be derived from a combination of an analysis of relevant school data and a focus on a unified vision, developed by the team and approved by school leadership. All school activities will align with its mission and core values.</p>		<b>Objective Met 10/16/21</b>	<b>Angelo DelliSanti</b>	<b>09/30/2021</b>
<b>Actions</b>					
9/25/19	Establish a School Improvement Team.		Complete 07/15/2019	Angelo DelliSanti	07/15/2019
	<i>Notes:</i> This team will meet monthly to assess, create, and monitor action steps in support of selected indicators of school improvement in alignment with the School Improvement Plan.				
9/25/19	Establish a schedule of meetings for School Improvement Team and Leadership Team.		Complete 07/31/2019	Angelo DelliSanti	07/31/2019
	<i>Notes:</i>				
3/27/17	Develop core values for A. L. Brown High School.		Complete 08/12/2019	Angelo DelliSanti	08/12/2019
	<i>Notes:</i>				
10/23/17	Develop mission for A. L. Brown High School.		Complete 06/07/2019	Angelo DelliSanti	08/12/2019
	<i>Notes:</i>				
9/25/19	Develop vision for A. L. Brown High School.		Complete 10/11/2021	Angelo DelliSanti	08/15/2021

Notes:

<b>Implementation:</b>		10/16/2021		
<b>Evidence</b>	7/29/2018 On 06/29/2018: We met to discuss action items regarding changes reflected in a new vision and mission. 06/19/19-A framework for the SIT process has been created. The documentation of each meeting is provide at the following link: <a href="https://drive.google.com/open?id=1aq5PfBCUwBtJ0aRqx6nTaXe9fXrcca10">https://drive.google.com/open?id=1aq5PfBCUwBtJ0aRqx6nTaXe9fXrcca10</a>			
<b>Experience</b>	9/22/2017 9/22/2017: SIT team formed discussion groups to review past mission and vision statements. We brainstormed our vision for students and our school. Draft statements were shared with staff and input was given to improve our statements. This assisted the staff in creating a shared vision and mission and emphasized our goals for improvement and a focus on student needs.			
<b>Sustainability</b>	9/22/2017 9/22/2017: We will continue to reinforce our vision of being student centered and provide continued professional development focused on the social, emotional, and academic needs.			



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has created a common planning time for core teachers to meet for instructional planning and data analysis weekly. We established a master schedule that includes common team planning for core/grade-level subjects. All content area teams meet twice per week to review progress on instructional units and to analyze data.	Limited Development 12/08/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective has been met, all planning teams will have a protected common planning time, a weekly agenda, and a lead teacher. A teacher will be responsible for taking notes, someone will craft the agenda, and others will have roles as designated by the team.	<b>Objective Met 12/09/19</b>	<b>Garrett Cooperman</b>	<b>06/01/2020</b>
<b>Actions</b>					
	3/27/17	Develop an agenda (pre-planning doc) with clearly identified objectives, data goals and areas of focus that align with indistar goals and the school vision/mission for content/subject/grade level meetings.	Complete 07/30/2019	Instructional Leads or Department Chairs	06/01/2018
<i>Notes:</i>					
	9/22/17	Utilize the district Curriculum and Instruction Coach to support Instructional Lead Teachers during weekly common planning.	Complete 06/01/2020	Cara Wolford	06/01/2018
<i>Notes:</i>					
	3/28/17	Select content area leaders who will guide teacher teams in planning common differentiation strategies, common assessments, and assist with data analysis.	Complete 07/30/2019	Angelo DelliSanti	06/08/2018
<i>Notes:</i>					
	3/27/17	Include weekly common planning blocks for core/subject and grade level areas in the master schedule.	Complete 06/03/2019	Alexandria Elliott	04/28/2019
<i>Notes:</i> This is built into the schedule. <a href="https://docs.google.com/spreadsheets/d/1qwvrYW4EU0eqcYvKUuPw7gTZd6MqL4HGxcgetM-8xPg/edit#gid=936456687">https://docs.google.com/spreadsheets/d/1qwvrYW4EU0eqcYvKUuPw7gTZd6MqL4HGxcgetM-8xPg/edit#gid=936456687</a>					

3/27/17	Include specialists in core/subject/grade-level planning (EC, ESL, Media, Counselors, technology specialists) in pre-planned collaborative meetings.	Complete 09/09/2019	Alexandria Elliott	06/01/2019
<i>Notes:</i>				
3/27/17	Build master schedule that aligns common grade level/core/subject area content that allows flexibility in common planning for teachers	Complete 07/30/2019	Angelo DelliSanti	07/30/2019
<i>Notes:</i> <a href="https://docs.google.com/spreadsheets/d/1qwvrYW4EU0eqcYvKUuPw7gTZd6MqL4HGxcgetM-8xPg/edit#gid=936456687">https://docs.google.com/spreadsheets/d/1qwvrYW4EU0eqcYvKUuPw7gTZd6MqL4HGxcgetM-8xPg/edit#gid=936456687</a>				
9/18/19	Set weekly Learning Team Goals and Objectives (weekly update/book study)	Complete 12/09/2019	Angelo DelliSanti	12/09/2019
<i>Notes:</i> We will check in on the progress of this goal at the target date.				
<b>Implementation:</b>		12/09/2019		
<b>Evidence</b>	12/9/2019			
<b>Experience</b>	12/9/2019			
<b>Sustainability</b>	12/9/2019			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
<b>Effective Practice:</b>	<b>Family Engagement</b>

	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
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<p><b>Initial Assessment:</b></p>	<p>We maintain a school website that includes links to resources for supporting their child's learning. We have several staff that focus on at-risk students and regularly communicate with families. ALB hosts open house nights two times per year. Parents have time to meet with teachers and obtain information specific to their content area. Parents are able to ask questions about coursework and familiarize themselves with the course expectations. Other parent activities focus on college application process, course registration information sessions, and post-secondary opportunities. As part of the Freshmen transition activities, parents are invited to participate in informational sessions held at both our middle school and high school. Building tours, sharing of graduation requirements/four year plans, classroom visits, and other parent engagement activities are included. Canvas, our learning management system, is also a strategy for involving parents in interactive homework and keeps them informed about classwork and current progress.</p> <p>Many of these activities have moved to an online format during the COVID19 pandemic, though accommodations for families are being made where possible when online access is an issue. As part of this shift, our website has been updated and all teachers are publishing their assignments using the Canvas learning management system.</p>	<p>Limited Development 12/08/2016</p>		
	<p>Priority Score: 2                      Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p><b>How it will look when fully met:</b></p>	<p>When this objective has been met, the school will have in place procedures/strategies to support parent input and participation in their child's school success. Information will be communicated to parents through CANVAS, Connect-Ed, letters/flyers, academic/subject information nights, Open House/curriculum night, and community/town hall meetings.</p> <p>Staff will participate in multi-cultural professional development and socioeconomic simulations to better understand our communities and their needs. We will focus some of our staff development funds on collaborating with partners to achieve these results.</p>	<p><b>Objective Met 01/11/21</b></p>	<p><b>Angelo DelliSanti</b></p>	<p><b>12/18/2021</b></p>
<p><b>Actions</b></p>				
<p>3/27/17</p>	<p>Staff will participate in multi-cultural trainings and socioeconomic simulations to better understand our communities and their needs.</p>	<p>Complete 08/30/2019</p>	<p>Garrett Cooperman</p>	<p>01/01/2019</p>
<p><i>Notes:</i> Racial Equity Institute will provide training.</p>				

3/27/17	The school will host Academic/subject/curriculum night/information nights at least once per semester.	Complete 09/04/2019	Angelo DelliSanti	09/04/2019
<i>Notes:</i>				
9/18/19	Each week, the Principal will send a ConnectEd message that will ask parents to sit down with their children, log into PowerSchool/Canvas, and discuss their progress with them. Teacher contact information will be included in the email for ease of use for the parents.	Complete 10/01/2019	Angelo DelliSanti	10/14/2019
<i>Notes:</i>				
9/18/19	From the auto-generated ConnectEd reports, we will ensure that student/parent data is as accurate as possible to ensure messages are being received.	Complete 01/13/2020	Susan Smith	11/12/2019
<i>Notes:</i> 95% accuracy by target date				
9/18/19	Progress reports will be sent home with students every 3 weeks and will be followed-up with a ConnectEd message encouraging parents to reach out to teachers if they have questions or concerns.	Complete 02/10/2020	Alexandria Elliott	02/09/2020
<i>Notes:</i> We will check in on this action step at our December SIT meeting.				
3/27/17	Teachers and staff members will be held accountable for communicating with parents through CANVAS, phone calls, emails, School Messenger, letters/flyers, and school/district website.	Complete 04/22/2020	Angelo DelliSanti	06/01/2020
<i>Notes:</i>				
9/8/20	Staff will consistently use a contact log kept in a shared folder to monitor and support communication with student families. Department Chairs will survey departments about use and updating of parent contact log	Complete 01/11/2021	Department Chairs	12/14/2020
<i>Notes:</i>				
<b>Implementation:</b>		01/11/2021		
<b>Evidence</b>	1/11/2021 Our principal set up a weekly telephone and email reminder to parents about checking PowerSchool and keeping up with students' attendance and academic progress. Our student services and administrative teams managed a 3-6-9 day attendance document that helped our teachers and other staff ensure we reached out to support students' families in tracking attendance concerns. Our staff used a Google Sheets template to build their own contact logs in a shared folder to help track our communication with families. Teachers have consistently communicated through Canvas during the COVID-19 crisis to support instruction and SEL, and Mr. DelliSanti has done a "Facebook Live with the Principal" every week to conduct a Q&A with the school community.			

<p><b><i>Experience</i></b></p>	<p>1/11/2021 Our team established a series of practices and protocols to ensure we were reaching out to families consistently and transparently. We assessed our present communications methods and worked to systematize them. For example, we knew many teachers were already calling home and reaching families regularly; we took their systems and created a Google Sheets template that everyone could use to build a level of self-accountability. We then put them in a shared folder to allow for improved communications flow. We surveyed all staff to verify implementation of a contact log.</p>			
<p><b><i>Sustainability</i></b></p>	<p>1/11/2021 We will need to revisit the communication plan twice yearly to ensure that we are continuing to meet this objective.</p>			