

## 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:**

- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78.8% in SY2024-2025 to 91.8% in SY2025-26. (Aligns to A2.04, B 3.03, E1.06, FAMS-29 and CMS Goal 1)
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 48.6% in SY2024-2025 to 54.3% in SY2025-2026. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 2)
- The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 68% in SY2024-25 to 76.4% in SY2025-2026. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 3)
- Decrease the rate of chronically absent students from 7.6% in 2024-2025 school year to 5% in the 2025-2026 school year. (Aligns to A1.07, A4.06, FAMS 3, and CMS Guardrail 3)
- The number of OSS/ISS incidents will decrease from 190 incidents in SY 2024-25 to in 95 incidents SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- The school will retain 100% of licensed classroom teachers throughout the 2025-26. (Aligns to CMS Guardrail 4)
- The percent of students scoring College and Career Ready (CCR) on the 8th Grade Science End of Grade assessments in grade 8 will increase from 54.4% in SY2024-2025 to 80.9% in SY2025-2026. (Aligns to A2.04, A4.16, B3.03, E.106, FAMS-29 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>				Limited Development		

June 2025

07/25/2024

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 75.6% in SY2023-2024 to 86.8% in SY2024-25. (Aligns to A2.04, B 3.03, E1.06, FAMS-29 and CMS Goal 1)

As of June 2025, 78.8% of our first and second grade students were at or above benchmark in early literacy as measured by DIBELS in English Literacy. Due to our Dual Language magnet program, Kindergarten students do not complete the DIBELS assessment in English Literacy, rather Spanish Literacy. As of June 2025, 99% of our kindergarten students were at or above benchmark on the Spanish mClass Lectura assessment.

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 42.1% in SY2023-24 to 52.1% in SY2024-2025. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 2)

As of June 2025, Collinswood had a total of 49.3% of our students in 3rd-8th grade who were able to exceed the 2024-2025 College and Career Ready target in English Language Arts according to unofficial EOY data. Collinswood was able to increase CCR from 42.1% in SY2023-24 to 49.3% in SY2024-25.

Our success for this goal is due to our intensive implementation of a school-wide data analysis protocol to analyze and review attendance, behavior, and common assessment data at least once a week to drive small group instruction. (Goal 1, Goal 2, FAM-S 29). We created a dedicated PLC meeting schedule where content PLC meetings occurred with a dedicated ILT member. During these weekly PLC meetings we were able to unpack standards, analyze data, and model strategies and lessons. Differentiated small group instruction was planned based off of Mastery Connect and IReady common checkpoint data. These meetings supported our implementation of EL curriculum with integrity effectively. As evidenced in core action learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures.

The challenges we face for the 2025-2026 school year aligned to this indicator include developing teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing multi-classroom

teacher leaders and expanded impact teachers to lead this work. We will also continue to use data from core action learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to continue differentiated PD to develop staff capacity to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards.

June 2024

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.9% in SY2021-22 to 34.1% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1).

As of June 2024, Collinswood had a total of 46% of our Black and Hispanic third grade students reach the 2023-2024 College and Career Ready target in English Language Arts according to unofficial EOY data. Based on subgroup end of year data, 73.3% of African American students were GLP and 57.1% CCR. In addition, our third grade hispanic students were 59.6% GLP and 38.6% CCR. The percent of hispanic and black third grade students combined who scored at the CCR level in ELA was 46%. There was a significant increase in percent of CCR levels based on growth data from the BOG Assessment and EOG Assessment. Only 7% of our Black and Hispanic students performed at a CCR level on the BOG. This school year, Collinswood was able to demonstrate a significant growth gain of 39% for our Black and Hispanic students from BOG to EOG. This school year, our MVPA Benchmark scores showed increases in CCR for Black and Hispanic 3rd grade students that were accurate predictors of this success. MVPA indicated an overall increase at the predictive CCR level from Benchmark I (40% CCR for Black and Hispanic Students) to Benchmark II (47% CCR for Black and Hispanic Students). EVAAS is not available at the time of this report. Our success related to this goal is attributed to having facilitators and administration in weekly planning sessions providing needed support for teachers. Our continued focus on using data to guide instructional decisions led to more small group, targeted instruction and improved performance on assessments. Our consistent ILT walkthroughs and RELAY coaching cycles supported success by providing consistent feedback to teachers. One significant challenge we face for the 2024-2025 school year is to provide the level of support needed with multiple

teams, support in two languages as well as providing content support to teachers. An opportunity for the 2024-2025 school year includes developing an effective intervention block to support Math, ELA and Spanish within our Master Schedule while continuing to provide support and feedback cycles to continue improving cohort GLP and CCR trends.

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 12% in 2021-2022 to 15.2% in 2022-2023 to 28% in 2023-2024.

In the 2023-2024 school year, EVAAS predicted that 35 out of 35 students would not be proficient in 8th grade math. While we did not make the district's goal of 28% CCR, we were successful in moving 13 of 35 students (37.1%) to proficiency and 7 students to CCR (20%) according to unofficial EOY data. Our students' EOG performance outpaced 3 administrations of MAP (2.78% CCR) and Benchmark Assessments (maximum of 14% CCR at Beginning of Year Benchmark). EVAAS is not available at the time of this report. Our success related to this goal is attributed to the success of having administration in weekly planning sessions providing needed support for teachers, especially in middle school, who do not have a partner to plan with. We also provided frequent walkthrough feedback to support the teacher's growth in implementing Open Up in a Dual Language setting. Our continued focus on using data to guide instructional decisions led to more small group, targeted instruction and improved performance on assessments. One significant challenge is to provide the level of support needed with multiple teams, support in two languages as well as providing content support to teachers who only teach one subject within middle school. An opportunity for 2024-2025 school year is to pair the 8th grade Math teacher with another exceptional 8th grade Math teacher in the district to support effective planning and pedagogy.

<p><b>How it will look when fully met:</b></p>	<p>The principal is visible throughout the school community (classrooms, Professional Learning Community meetings). In the area of pedagogy, the principal is knowledgeable about and deeply involved in the instructional program of the school and is heavily invested in instruction, spending considerable time on the teaching function. The principal models the importance of teaching by being directly involved in the design and implementation of the instructional program. The principal is also knowledgeable about and heavily invested in the curricular program of the school.</p> <p>The principal provides feedback to teachers through coaching conferences, emails and 1-1 conferences.</p>		<p>Dina Modine</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>3 of 5 (60%)</b></p>		
<p>8/1/24</p>	<p>During weekly Master Literacy Teacher check-ins, the principal will lead the review of walkthroughs to identify trends and adjust professional development and coaching plans (Goal 2) and FAM-S(29).</p>	<p>Complete 05/27/2025</p>	<p>Dina Modine</p>	<p>06/10/2025</p>

*Notes:* EOY update: Principal meets weekly with Master Literacy teacher. We walked classrooms, particularly focusing on middle school ELA. As a result of consistent monitoring, we have seen tremendous growth in the percentage of students scoring GLP or above.

MOY Update

The principal meets at least weekly with the Master Literacy Teacher to analyze data and discuss next steps. She collaborates with the MLT to plan lessons with middle school ELA teachers. She has also collaborated with the MLT and Assistant Principal to ensure that 1st grade teachers are providing English lessons focused on foundational skills.

Consistently meeting with MCL to discuss coaching of new teachers, small group instruction across elementary and middle school ELA classes, review of microphase data in 1st and 2nd grade.

Discuss the impact of small group instruction. Next step: how to best utilize i-Ready to provide differentiated instruction.

September - Focus on EL implementation of protocols and lessons  
 October - Focus on i-Ready, microphase data, classroom assessments to support teachers in providing targeted, small group instruction.

8/20/24

The Principal will collaborate with the Instructional Leadership Team to build a coaching system that encompasses: observation, feedback, coaching, and support for all teachers (Goals 1,2,3).

Complete 05/27/2025

Dina Modine

06/10/2025

Notes: EOY Update

This continues to be an area of focus. ILT members meet individually with teachers to follow up on walk-thrus and PLC meetings and to provide coaching. MCL's meet weekly with their caseload of teachers, and share this information with the principal in weekly MCL round-up meetings.

Evaluate plan each quarter to celebrate successes (teachers making positive changes to practice) and identify areas of opportunity and improvement.

Coaching Plan:

[https://docs.google.com/document/d/1Vy3r8znjXSrn7Vf9X7BpqJBcfeLxb\\_8mAouy2vlisMg/edit?usp=sharing](https://docs.google.com/document/d/1Vy3r8znjXSrn7Vf9X7BpqJBcfeLxb_8mAouy2vlisMg/edit?usp=sharing)

MOY Update

Redesigned coaching, identifying teachers and look fors. ILT members are reviewing look-fors during PLC meetings.

Discuss the impact of modeling on changing teacher practices.

Mid-year reset staff meeting to review expectations

8/21/24

During weekly Master Math Teacher check-ins, the principal will lead the review of walkthroughs to identify trends and adjust professional development and coaching plans (Goal 3) and FAM-S(29).

Complete 05/27/2025

Dina Modine

06/10/2025

*Notes:* EOY update: Principal meets weekly with Master Math teacher. Master Math teacher shares feedback provided to math teachers on her coaching caseload. As a result of consistent monitoring, we have seen growth in the percentage of students scoring GLP or above on EOG assessments.

September - Focus on Math 1 protocols and lessons

October - Focus on active student engagement and provide feedback using Get Better Faster trajectory

The principal meets at least weekly with the Master Math Teacher to analyze data and discuss next steps. She collaborates with the MMT to review walk-through data and discuss next steps to improve student engagement and focus on standards-aligned instruction. She has also collaborated with the Assistant Principal to review data from middle school math, and has worked with the AP to provide additional support (instructional assistant) in 6th grade math...an area in need of support to provide small group instruction.

Consistently meeting with MCL to discuss coaching teachers through implementation of new math curriculum to review alignment with state standards. Discuss the impact of small group instruction. Next step: how to use i-Ready to provide differentiated instruction.

8/29/25 During weekly Master Literacy and Math Teacher check-ins, the principal will lead the review of walkthroughs to identify teachers who need support or demonstrate mastery, and adjust professional development and coaching plans based on the needs of teachers. (Goal 2) and FAM-S(29).

*Notes:* Walkthroughs are a strong move to ensure alignment and monitoring. It needs explicit link to outcomes - % of teachers meeting look for expectations. Track % of teachers showing "needs support" to "proficient" in walkthrough results as a result of the ILs' coaching.  
2) Include % of the classrooms meeting look-for expectations.  
3) Link walkthrough findings directly to agenda items in weekly PLCs.

8/29/25 The Principal will collaborate with the Instructional Leadership Team to coach teachers through observation, feedback, coaching, and support for all teachers (Goals 1,2,3) and FAM-S (29).

*Notes:*

Dina Modine

06/09/2026

Dina Modine

06/09/2026

	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
		<i>Initial Assessment:</i>	<p>To support core academic planning with a focus on closing gaps for all subgroups, the following human capital have been allocated:</p> <ul style="list-style-type: none"> <li>- 1 Multi-Classroom Leader supporting Second - Sixth grade English Language Arts</li> <li>- 1 Multi-Classroom Leader supporting Second - Sixth grade math</li> <li>- 1 Dean of Students supporting Kindergarten and First grade math</li> <li>- 1 Spanish Facilitator supporting Kindergarten - Eighth grade Spanish literacy</li> <li>- 1 Assistant Principal supporting Seventh grade, Eighth Grade and Math 1.</li> <li>- 1 Assistant Principal supporting Fifth and Eighth Science and Social Studies</li> <li>- 1 Principal supporting Seventh and Eighth grade English Language Arts</li> </ul> <p>In addition to core academic supports and in support of reaching ESSA goals in the area of Exceptional Children services, Collinswood has three EC teachers, 1 allocated to support Kindergarten through third grade, one allocated to supporting 4th - 8th Grade Math and one allocated to supporting 4th - 8th grade English Language Arts. One Exceptional Children's teacher assistant supports these teachers in providing services to students.</p> <p>Exceptional Children services are provided according to the goals set on students' individualized education plans with a focus on co-teaching. Schedules are built to allow Exceptional Children teachers to co-plan with core area teachers minimally once per week.</p> <p>Collinswood, through the CMS partnership with Atrium, provides school based mental health supports. A new partnership with the Pearl supports 8th grade science.</p> <p>Our Dean of Students meets a minimum of twice per month with each grade level to support implementation of a multi-tiered system of support. The content of these meetings are both to implement a comprehensive system of support for Core Behavior and Academic</p>	Limited Development 10/02/2025		

practices and supplemental and intensive supports in both areas as well. Time is allocated to review data trends and to deep dive on the needs of individual students.

**How it will look when fully met:**

Human Capital resources are allocated to allow for four Multi classroom leaders:

- 1 Multi-Classroom Leader supporting Second - Sixth grade English Language Arts
- 1 Multi-Classroom Leader supporting Second - Sixth grade math
- 1 Multi-Classroom leader to support 7th - Math 1 Math and 7th - 8th grade English Language Arts
- 1 Dean of Students supporting Kindergarten and First grade math
- 1 Spanish Facilitator supporting Kindergarten - Eighth grade Spanish literacy
- 1 Assistant Principal to support 8th Science
- 1 Assistant Principal supporting Fifth Science

Core planning for Math, English Language Arts and Spanish Language Arts are facilitated by multi classroom leaders in Kindergarten through Eighth Grade/Math 1. Schedules and human capital allocation allow for Exceptional Children and ML teachers to fully participate in planning once time per work per grade level they support.

Collinswood partners with district departments to provide professional development and ongoing coaching support to expand expertise of Exceptional Children and Multi-lingual teachers in the areas of data tools, data analysis, problem solving, curriculum, and instructional pedagogy.

Partnerships continue with Atrium and the Pearl and through the work of our Student Services PLC, mentor ships are put in place for students with intensive academic and support needs.

**Dina Modine**

**06/30/2026**

**Actions**

**0 of 2 (0%)**

10/2/25 Exceptional Children and Multi Classroom teachers attend collaborative planning weekly. Planning agendas and lesson plans reflect collaborative moves being made to address EC students.

Jennifer LiBrizzi

06/30/2025

Notes:

10/2/25 Hire an EC Teacher and establish a schedule that supports EC students with intensive needs in the regular education classroom. Data collected is analyzed during EC PLC meetings bi-weekly to drive continued student supports.

Dina Modine

10/30/2025

Notes:

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</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:**

June 2025

This school year, Collinswood established three goals that relate to this indicator:

- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 42.1% in SY2023-24 to 52.1% in SY2024-2025 62.1% in SY2025-2026. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 2)
- The percent of black students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 64.7% in SY 2023-24 to 74.7% in SY 2024-25 to 84.7% in SY2025-2026 (Aligns to A4.01, B3.03, E1.06, FAMS-29, and CMS Guardrail 1)
- The percent of Hispanic students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 65% in SY 2023-24 to 75% in SY 2024-25 to 85% in SY2025-2026 (Aligns to A4.01, B3.03, E.106, FAMS-29 and CMS Guardrail 1)

Regarding the first goal, as of June 2025, the percentage of students scoring at the CCR level on reading End of Grade assessments increased to 49.0% - an increase of 6.9% points, but shy of our target by 3.1% points.

Regarding the second goal, as of June 2025, the percentage of black students scoring at the GLP level on math End of Grade assessments increased to 66.0% - an increase of 1.3% points, but shy of our target by 8.7% points.

With regards to our third goal, as of June 2025, the percentage of Hispanic students scoring at the GLP level on math End of Grade assessments increased to 66.4% - an increase of 1.4% points, but shy of our target by 8.6% points.

According to our MTSS Tier Movement Report, comparing MOY to EOY tiers for reading schoolwide, 125 students who started the second semester of school identified as needing Tier 3 or Tier 2 supports moved down one or more tiers. More than half of the 132 students who started at the intensive tier, Tier 3, moved to Tier 2 or Tier 1. With regards to Math, overall 69 students decreased in their identified tier

Limited Development  
08/01/2024

levels from MOY to EOY. Additionally, we saw an increase of 85% to 89% of students identified as Tier 1 for math.

MTSS procedures were introduced to staff in fall 2024. We began interventions and progress monitoring for students whose beginning of year reading or math i-Ready universal screener scores indicated that intensive or supplemental interventions were needed. Many of our K-3 students who demonstrated difficulties with foundational reading skills regularly received Orton Gillingham lessons in small groups from OG trained staff members. Other students received targeted supports via EL Skills Block as well as i-Ready MyPath lessons. Teachers of Tier 2 & 3 students in middle school grades intervened with small group instruction and i-Ready reading lessons. For math, students received Dreambox Longterm Assignments and i-Ready MyPath Math lessons to address learning gaps.

Each time this school year that we received student performance data (i.e. MVPA, i-Ready universal screeners), our Instructional Leadership Team made a concerted effort to quickly yet thoroughly analyze the data and help teachers use it to inform their instructional plans. Additionally, these data and other data points were used by PLCs as they made decisions around continuing or discontinuing MTSS tiered plans for students as well as refer students not making growth to the EC case managers. As a result, a number of students on nearly every grade level whose data indicated a lack of response to intervention were referred to the EC team for evaluation and eligibility determination.

While MTSS processes were carried out as intended on most grade levels, there is a need for additional support and training for staff in order to improve MTSS at Collinswood in the 2025-2026 school year. To this end, preparation meetings were held in May 2025 with PLCs to establish a list of students for every rising grade level who need top priority starting the first week of the upcoming school year. Additionally, professional development for staff regarding interventions and progress monitoring will be delivered earlier in the school year. Weekly data/MTSS meetings with all PLCs will be calendared prior to the start of school, and grade level MTSS champions will be identified.

June 2024

Collinswood had three goals related to this indicator. Our first goal was the percent of Hispanic and Black third grade students combined who score at the CCR Level in ELA will increase from 26.4% in October 2021 to 38.2% in May 2023. Success with this indicator is seen in the

overall increase of both CCR (+142) and GLP (+10.2) between the 2022-2023 and 2021-2022 school years. With respect to guardrails and guide points, the 3rd grade ELA CCR data for our Black (50%) and Hispanic (40.7%) students.

Our second goal was the percentage of 8th grade students who score at Limited Development 09/09/2022 the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 12% in 2021-2022 to 15.2% in 2022-2023 to 28% in 2023-2024. While it was projected for none of the students within our math 8 class to pass, we exceeded this projection with the score of 3.8%. The math 8 overall scores was 19%.

In the fall of 2022-23, we set a third goal to meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2022-23 and SY 2023-24. EVAAS data is not available from the state until October 2023. MAP indicates that we have exceeded projected growth in English literacy in grades 3rd, 4th, 5th and 8th grades and met or exceeded Science College and Career ready status and 4.5% increase in eighth grade College and Career ready status. Dibels data shows that while 27% of second graders were above grade level at BOY, 51% were above grade level at EOY, an increase of 24%. In Third grade, 38% of students were above grade level at BOY and 52% were above grade level at EOY, an increase of 14%. We also observed an increase of students performing at core levels according to our MTSS Tiered movement reports as follows: 56 to 80% in 2nd English literacy, 77-84% in 3rd grade English literacy, and 69-80% in 8th grade Math. These positive points of growth indicate that students are increasingly responding positively to our interventions and core instruction. Our successes were a direct result of consistent facilitated PLC planning of data driven small group instruction in Kindergarten through 8th grades.

We improved core instruction with dedicated PDs including MTSS supports, Small group instruction, Data Analysis, Math Practices, Coherence and Math and Literacy Pedagogy. Another important success was our partnership with learning community specialists to provide math and science professional development to build teacher's capacity to unpack standards, analyze data, plan aligned lessons, and improve pedagogy. The addition of an MTSS facilitator ensured that MTSS process and procedures were followed with fidelity. The facilitator led grade Level Kid talks to monitor students not responding to MTSS interventions. Students were tested and when qualified, received services. Curriculum that supports our unique dual

language context continues to be one of our most significant challenges to reach our goals, especially considering the natural staff attrition and onboarding that occurs to secure Spanish native-speaking staff members. In the case of English and Spanish literacy, EL Education curriculum and Benchmark Adelante are two monolingual curricula that do not align for effective biliteracy instruction. In the case of Science, all materials minus materials in Discovery Education require teacher translation or procurement, including district provided lessons and assessments. In the case of math, while the core curriculum is available in the language of Spanish, many ancillary and important pieces created or procured by the district are only available in the language of English.

To make use of these resources, teachers spend time translating. While facilitators and administrators consistently supported teachers in developing instruction that is aligned to the standard, more support is needed to address our challenges in ensuring that instruction is relevant and culturally responsive to students' cognitive, behavioral and emotional needs. Support is also needed to assist PLCs to provide consistency in classroom routines, procedures and expectations across grade levels. Increase in frequency of timely communication with parents on academic, attendance, SEL concerns and the interpretation and application of test results will further promote students academic and social-emotional growth. In K-5 Spanish and 5,8 science and 6-8 math, we need to increase formative assessment data points within mastery connect to have enough timely data to address student needs both timely and efficiently. We will address these challenges with professional development, implementation and monitoring of core behavior strategies and structured bi-monthly PLC Kid talks to discuss students with academic, attendance and SEL concerns. We will also provide deep support in formative assessment creation, analysis and response within the mastery connect platform to increase data points.

**How it will look when fully met:**

MTSS - Academics

To support Core Instruction, Collinswood teachers will deliver instruction that meets the diverse needs of all students in data driven small groups across all content areas and languages. iReady, iStation (when purchased by the district) and other data sources are triangulated to determine the most appropriate groupings and learning targets for each group. To support implementation of supplemental and intensive supports, all teachers and assistants will be

Jennifer LiBrizzi

06/30/2026

trained on the Dual Language Schools Standard Treatment Protocol, including Orton Gillingham. Teachers will progress monitor students on supportive and intensive plans in order to respond most effectively to instruction.

The Instructional Leadership Team Members will lead data conversations during PLC data meetings to identify student needs and determine best response to the data reviewed. Once students are identified, the Assistant Principal will oversee the creation and progress monitoring of tiered plans.

The MTSS School Leadership Team will meet once to twice a month to evaluate MTSS implementation and chart course for further improvements. This team will evaluate progress toward the district’s goals and guardrails and inform School Improvement Planning.

By focusing efforts to implement teaming structures, master schedule, and service delivery to support MTSS, our FAM-S Building Capacity/Infrastructure for Implementation and Data Based Problem Solving will move to Optimizing.

By intentionally targeting Spanish language immersion students in K-2, we will promote opportunities for the development of Spanish language and literacy proficiency and increase program retention.

**MTSS Behavior:**

To support Core Behavior, all staff model the school pledge and behavior matrix with praise and repetition. Homeroom teachers teach daily SEL lessons using Capturing Kids Hearts. PBIS structures are in place to incentivize behavior, including a Middle School House system (Casas de Collinswood) that will strengthen belonging, self-efficacy, self-management and engagement. Goal setting and student led conferences will empower students to own their learning.

Student Services PLC will meet weekly in part to identify students needing additional support and creating plans and staff training on tools to support tiered behavior interventions.

<b>Actions</b>		<b>4 of 6 (67%)</b>		
8/20/24	Provide training for teachers using the ATLAS Data Protocol to analyze content area data from formative and summative assessments. (Goal 1,2,3)	Complete 10/01/2024	Dina Modine	10/01/2024

Notes: Atlas Protocol:

<https://docs.google.com/document/d/1izk3TYHX6Fyi8n-3yxPXFeorCszTyphU52u9BZhX83E/edit?usp=sharing>

May 2025 Update

All teacher PLCs were trained to analyze data via the ATLAS Data Protocol. The ATLAS Data protocol has been implemented for all subject areas and grade levels when analyzing common assessments, MVPA Benchmarks, EL microphase assessments, mClass, and iReady data. The ATLAS Data protocol has aided PLC's in determining students to target in small groups and identify standards and instructional gaps that need to be retaught to ensure mastery.

We will analyze DIBELS, EL Skills, i-Ready, Benchmarks (MVPA), iStation, and other common formative assessments.

MOY Update

The ATLAS Protocol is utilized by all Instructional Leadership Team members who analyze data with grade level teams. This protocol has been helpful in guiding discussions, focusing on the purpose of the data and how to use the data to adjust small groups and provide targeted instruction.

8/20/24	The MTSS team will analyze data from i-Ready (Universal Screener) using Atlas Data Protocol to identify students' instructional needs in math and reading, including Tier 2 and Tier 3 interventions (Goals 1,2,3, FAMS3).
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Complete 05/26/2025

Dina Modine

10/31/2024

Notes: Atlas Data Protocol:  
<https://docs.google.com/document/d/1izk3TYHX6Fyi8n-3yxPXFeorCszTyphU52u9BZhX83E/edit?usp=sharing>

May 2025 Update

The team met after each i-Ready screener to review data with grade level teams. Students were identified for Tier 2 and Tier 3 interventions based on CMS guidelines. Utilized mClass and EasyCBM for progress monitoring in Math and Reading. Utilized Dreambox and i-Ready for Math interventions. Used Orton-Gillingham and i-Ready for Reading Interventions.

MOY Update

Team has used the Atlas Data Protocol to review school-wide data, and used protocol to review MVPA and i-Ready assessments. This has helped the team focus on the purpose of the data and understanding how to use the data to make decisions.

8/6/24 Two way communication will take place when students move to supplemental and intensive intervention plans with the intention of incorporating input from families about intervention design and helping families learn how to best support students at home. (FAM-S3)

Complete 05/26/2025

Dina Modine

06/30/2025

Notes: May 2025 Update

Meetings were held with families to inform and collaborate regarding resources and interventions to best support their students' academic progress.

MOY Update

Magnet Coordinator has met with teams and identified students in need of Spanish interventions. She has created a system to communicate with parents, identify interventions, and proceed with progress monitoring as this information is not on Branching Minds.

AP is working with master teachers and PLC facilitators to review data, communicate with parents about student progress on intervention plans. This communication is shared on Parent Square. Tier 3 (Intensive) parents are invited to participate in the planning process.

8/6/24	A dedicated flex time will be incorporated into all grade levels schedule to support intervention and progress monitoring. (FAMS29)	Complete 05/26/2025	Dina Modine	06/30/2025
<p><i>Notes:</i> We will focus on implementing supplemental and intensive interventions to support needs of all student populations.</p> <p>May 2025 Update When developing the master calendar for the academic year, a dedicated flex time was included for all grade levels for MTSS interventions and progress monitoring. All middle school students used this time for practicing additional skills in Math, Reading, Science, and Spanish. Students used resources aligned with the CMS/MTSS Standard Treatment Protocol.</p> <p>MOY Update Assistant Principals developed individualized schedules for middle school students during flex time. During this time, students receive interventions and progress monitoring. Students not receiving interventions (Tier 1 students - Core) work on enrichment/acceleration following a schedule: Monday-Math; Tuesday-Reading; Wednesday-Science; Thursday-Spanish and Friday-time to make up any missing assignments. Student growth noted from MVPA 1 to MVPA 2.</p> <p>In elementary school, intervention time is utilized for interventions/progress monitoring as well as enrichment/acceleration for all students.</p>				
8/29/25	100% of teachers will utilize the ATLAS Data Protocol to analyze content area data from formative and summative assessments (Benchmark, i-Ready, et. al.) to identify students needing tier 2 and 3 interventions and determine next steps to enhance student performance in all three tiers. Administration will monitor Rate of Improvement data for MOY and EOY DIBELS and Lectura data, demonstrating students moving from Tier 2 to Tier 1 and Tier 3 to Tier 2 (Goal 1,2,3, FAMS3)		Dina Modine	06/30/2026
<i>Notes:</i>				
8/29/25	100% of staff will provide two way communication when students move to supplemental to intensive intervention plans with the intention of incorporating input from families about intervention design. (FAM-S3, E1.06)		Dina Modine	06/30/2026
<i>Notes:</i>				

Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
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>June 2025</p> <p>Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 75.6% in SY2023-2024 to 86.8% in SY2024-25. (Aligns to A2.04, B 3.03, E1.06, FAMS-29 and CMS Goal 1)</p> <p>As of June 2025, 78.8% of our first and second grade students were at or above benchmark in early literacy as measured by DIBELS in English Literacy. Due to our Dual Language magnet program, Kindergarten students do not complete the DIBELS assessment in English Literacy, rather Spanish Literacy. As of June 2025, 100% of our kindergarten students were at or above benchmark in early literacy as measured by mClass Lectura. Our success for this goal is due to our intensive implementation of a school-wide data analysis protocol to analyze and review attendance, behavior, and common assessment data at least once a week to drive small group instruction. First and second grade teachers utilized the EL skills block assessments both for cycle and microphase to determine microphase levels for students to differentiate small group ELA instruction (Goal 1). We created a dedicated PLC meeting schedule where content PLC meetings occurred with a dedicated ILT member. During these weekly PLC meetings we were able to unpack standards, analyze data, and model strategies and lessons. PLC's were able to strategically plan for phonics instruction and analyze data to determine small group instruction and independent tasks that would move students through microphases. We were also able to dedicate three teacher assistants to provide intensive interventions for K-2 in both English and Spanish. The challenges we face for the 2025-2026 school year aligned to this indicator include building capacity and leadership with our new dedicated English Language Arts teacher assigned to first grade and two new ELA in second grade. The opportunities that exist to address these challenges include the use of the multi-classroom teacher leader to lead this work. We will also continue to use data from core action learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to continue differentiated PD to develop staff capacity to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical</p>	Limited Development 07/25/2024			

articulation of these standards, and high yield strategies to teach these standards.

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 42.1% in SY2023-24 to 52.1% in SY2024-2025. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 2)

As of June 2025, Collinswood had a total of 49.3% of our students in 3rd-8th grade who were able to exceed the 2024-2025 College and Career Ready target in English Language Arts according to unofficial EOY data. Collinswood was able to increase CCR from 42.1% in SY2023-24 to 49.3% in SY2024-25. Our success for this goal is due to our intensive implementation of a school-wide data analysis protocol to analyze and review attendance, behavior, and common assessment data at least once a week to drive small group instruction. (Goal 1, Goal 2, FAM-S 29). We created a dedicated PLC meeting schedule where content PLC meetings occurred with a dedicated ILT member. During these weekly PLC meetings we were able to unpack standards, analyze data, and model strategies and lessons. Differentiated small group instruction was planned based off of Mastery Connect and IReady common checkpoint data. These meetings supported our implementation of EL curriculum with integrity effectively. As evidenced in core action learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures. The challenges we face for the 2025-2026 school year aligned to this indicator include developing teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing multi-classroom teacher leaders and expanded impact teachers to lead this work. We will also continue to use data from core action learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to continue differentiated PD to develop staff capacity to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards.

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 54.5% in SY2023-24 to 100% in SY2025-2026. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 3)

As June 2025, 71.4% of Math 1 students achieved CCR on the Math 1 End of Course Assessment, an increase of 16.9% over 2023-24 results. Our success is due to an intensive effort to use instructional minutes effectively and to provide individualized instruction based on data that was analyzed using the school-wide data analysis protocol at minimum of once per week during PLC meetings. (Goal 3, FAM-29) During weekly PLC and coaching sessions, we were able to unpack standards, analyze data and decide the best structure for each day's lessons. Special attention was paid to the synthesis portion of each math lessons as well as how students were to engage with note taking and feedback via data notebooks. Small group and 1-1 data conferences were held with students weekly during the first semester. As we moved into second semester, students spent more time analyzing and reflecting on their performance in their data notebooks and using these notebooks as a study and conferencing tool with the teacher. Student ownership of data was essential to the observed success. The challenge faced during the 2024-2025 school year that prevented us from reaching our goal of 100% CCR was a lack of trained personnel who could co-teach or observe the class while the teacher worked with small groups consistently. An opportunity exists for the 2025-2026 school year to increase capacity in personnel to support higher level mathematics so that small group instruction could occur at all levels of Middle School Mathematics more consistently. This could be achieved through a combination of hiring an academic facilitator or multi-classroom leader, vertical articulation meetings and through creative scheduling that would allow sharing of staff with unique expertise across grade levels.

#### June 2024

Goal 1: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 42.1% in SY2023-24 to 52.1% in SY2024-2025. (Aligns to A2.04 and B3.03, E1.06, FAMS-29 and CMS Goal 2)

As of June 2024, Collinswood had a total of 46% of our Black and Hispanic third grade students reach the 2023-2024 College and Career Ready target in English Language Arts according to unofficial EOY data. Based on subgroup end of year data, 73.3% of African American students were GLP and 57.1% CCR. In addition, our third grade hispanic students were 59.6% GLP and 38.6% CCR. The percent of hispanic and black third grade students combined who scored at the CCR level in ELA

was 46%. There was a significant increase in percent of CCR levels based on growth data from the BOG Assessment and EOG Assessment. Only 7% of our Black and Hispanic students performed at a CCR level on the BOG. In addition to success on our EOG data, Collinswood was able to demonstrate a significant growth gain of 39% for our Black and Hispanic students from BOG to EOG. Likewise, our MVPA Benchmark scores showed increases in CCR for Black and Hispanic 3rd grade students that were accurate predictors of EOG success. MVPA indicated an overall increase at the predictive CCR level from Benchmark I (40% CCR for Black and Hispanic Students) to Benchmark II (47% CCR for Black and Hispanic Students). 87% of Black students were at or above DIBELS benchmarks by year end, a gain of 7% over the students' second grade cohort data. Likewise, 73% of Hispanic students were at or above DIBELS Benchmark, a gain of 9% over the students' second grade cohort data. Our success for this goal is due to our intensive implementation of a school-wide data analysis protocol to analyze and review attendance, behavior, and common assessment data at least once a week to drive small group instruction. (Goal 1, Goal 2, FAM-S 29). We were also successful in implementing differentiated professional development on dual language, literacy, small group instruction planning expectations, monitoring, and feedback loops through PLC instructional planning, differentiated staff meetings, and PLC data meetings. These meetings supported our implementation of EL curriculum with integrity effectively. As evidenced in core learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures. The challenges we face for the 2024-2025 school year aligned to this indicator include developing teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing multi-classroom teacher leaders and expanded impact teachers to lead this work. We will also continue to use data from core learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to continue differentiated PD to develop staff capacity to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards.

Goal 2: The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 12% in 2021-2022 to 15.2% in 2022-2023 to 28% in 2023-

2024.

(Aligns to A2.04 and B3.03 and CMS Goal 2)

In the 2023-2024 school year, EVAAS predicted that 35 out of 35 students would not be proficient in 8th grade math. While we did not make the district's goal of 28% CCR, we were successful in moving 13 of 35 students (37.1%) to proficiency and 7 students to CCR (20%) according to unofficial EOY data. Our students' EOG performance outpaced 3 administrations of MAP (2.78% CCR) and Benchmark Assessments (maximum of 14% CCR at Beginning of Year Benchmark). Several successful strategies supported these results. We increased instructional time for 8th math to 80 minutes from 55 the previous school year. We hired an experienced high school bilingual math teacher who taught multilingual students and who was trained in the United States to teach mathematics. We also supported the new math teacher with PLC support to unpack standards, curriculum and district expectations and create unit plans through weekly PLC meetings. Instructional strategies that were successful included 1-1 conferencing to discuss data outcomes and set goals, stamping the learning through anchor charts and student notes and making thinking visible using concepts from the book Building Thinking Classrooms by Peter Liljedahl. The challenges we will face in the 2024-2025 school year aligned to this indicator include finding planning partners for our 8th grade math teacher who currently plans with our Assistant Principal. We are also challenged by an increase in student apathy since COVID. Despite 1-1 conferences to discuss data outcomes and goal setting and incentives, students were challenged to work independently to allow teachers to teach in small groups. Opportunities to improve outcomes for 8th grade math include re-invigorating our implementation of the Ron Clark house system to spark student engagement and to provide release time for our 8th grade math teacher to plan units with content area experts. We will address this need directly with our Learning Community support team. We will continue 1-1 data conferences including students tracking standards based data as this initiative was impactful according to student feedback.

<p><b>How it will look when fully met:</b></p>	<p>All instructional teams collaborate to develop standards-aligned instructional units using the provided CMS curriculums and district provisioned resources (EL Education, Benchmark Adelante, and Our Math). These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Talent Development, Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners. Instructional planning opportunities exist for vertical teams to ensure rigor in each grade level fully addresses the standard.</p> <p>100% of PLCs will use the school-wide data analysis protocol (Atlas) to analyze and review all i-Ready and Benchmark assessments to drive small group instruction to ensure that we meet or exceed our outlined goals for English Language Arts, Math and Science. (Goal 1, Goal 3, Guardrail 1, FAM-S 29) Small group plans will be linked to weekly lesson plans providing evidence of data based targeted small group instruction.</p>		<p>Dina Modine</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>6 of 9 (67%)</b></p>		
<p>7/25/24</p>	<p>K-5 Math Teachers will receive training on the Our Math curriculum and implement the new curriculum with integrity. (Guardrail 1)</p>	<p>Complete 06/10/2025</p>	<p>Radwa Ahmed</p>	<p>06/10/2025</p>
<p><i>Notes:</i> During weekly data meetings, K-5 math teachers will review formative assessment data to design targeted, small group instruction.</p> <p>MOY Update Master Math teacher meets weekly with K-5 math teachers. During this time the team is reviewing student performance on assessments. Math block includes whole and small group time. After the first quarter, we increased the amount of small group time to meet the needs of all students. The teachers are consistently using the Our Math curriculum as a resource for core instruction.</p> <p>EOY Update: K-5 Math teachers were trained on Open Up Math Curriculum and we are using it with fidelity throughout the school year.</p>				

7/25/24	The school leadership team will develop and implement a school wide content PLC meeting schedule to provide time to for collaboration among grade level teachers and support staff (EC, ELL, TD) to analyze data, collaborate and plan standard aligned instruction. (Goal, 1, 2 and FAM-S29).	Complete 05/26/2025	Dina Modine	06/10/2025
<p><i>Notes:</i> August - establish weekly PLC meeting schedule and share expectation with Team Leaders  <a href="https://docs.google.com/document/d/1sM8CR6msadKD9g3cr81e61c8qLwoPhpWftObJSkgQH0/copy">https://docs.google.com/document/d/1sM8CR6msadKD9g3cr81e61c8qLwoPhpWftObJSkgQH0/copy</a></p> <p>MOY Update</p> <p>1. We have weekly PLC meetings facilitated by a member of the ILT team and/or an EIT2 teacher. EC, ML, and TD meet during other allotted times to review what is happening in the classroom and how specialists can improve access for all students.</p> <p>2. Meeting weekly to review data from classroom assessments</p>				
7/25/24	100% of PLCs will use the school-wide data analysis protocol (Atlas) for English Language Arts to analyze and review Cycle Assessments to drive small group instruction ensuring that 92% of our students are at or above benchmark. (Goal 1, FAM-S 29)	Complete 05/26/2025	Dina Modine	06/10/2025

*Notes:* May 2025 Update

The ATLAS Data protocol has been implemented for all subject areas and grade levels when analyzing common assessments, MVPA Benchmarks, EL microphase assessments, mClass, and iReady data. The ATLAS Data protocol has aided PLC's in determining students to target in small groups and identify standards and instructional gaps that need to be retaught to ensure mastery. All 3rd-8th grade English Language Arts teachers are using MVPA and classroom assessment data to determine small group reteach plans in coordination with the Response to Benchmark Resources. Checkpoints are conducted on Mastery Connect and iReady after re-teach small groups occur and data is discussed at weekly PLC's to determine next instructional steps.

We will focus specifically on our Hispanic and multi-lingual population.

Each week 1-2 teachers will review cycle assessment data to determine student growth through the microphases for Skills block. Teachers will provide targeted, small group lessons based on student microphase levels.

MOY Update: The ATLAS Data protocol has been implemented for all subject areas and grade levels when analyzing common assessments, MVPA Benchmarks, EL microphase assessments, mClass, and iReady data. The ATLAS Data protocol has aided PLC's in determining students to target in small groups and identify standards and instructional gaps that need to be retaught to ensure mastery. All 3rd-8th grade English Language Arts teachers are using MVPA and classroom assessment data to determine small group reteach plans in coordination with the Response to Benchmark Resources. Checkpoints are conducted on Mastery Connect after re-teach small groups occur and data is discussed at weekly PLC's to determine next instructional steps.

8/28/24

Member of ILT will meet weekly with the Math 1 teacher to support instructional planning and data analysis to identify small groups for targeted instruction. (Goal 3, Guardrail 1, FAMS29)

Complete 05/26/2025

Jennifer LiBrizzi

06/10/2025

*Notes:* May 2025 Update

The Assistant Principal met weekly with the Math 1 teacher to support data analysis of i-Ready, Benchmark and Unit exams and ways of differentiating to meet students' needs. Math 1 teacher provided individualized instruction for non proficient and Level 3 students. Individual conferences were conducted following the benchmarks to provide feedback and set standard based goals. Reflection data notebooks were maintained by students throughout the year.

MOY Update

Ms. LiBrizzi meets weekly with our Math 1 teacher, most recently to analyze the midterm assessment where 86% of students are CCR. We planned reteach groups and will continue to reloop on these standards until all students reach CCR status. Data demonstrates growth, but not 100% on target to meet projections.

7/25/24

First and second grade teachers will utilize the EL skills block assessments to determine microphase levels for students to differentiate small group ELA instruction. (Goal 1)

Complete 05/26/2025

Jeimy Alexa  
Gonzalez Melo

06/30/2025

*Notes:* May 2025 Update

Teachers used EL skills block assessments and determined microphase levels and differentiated small group ELA instruction. The Assistant Principal met weekly with the 1st grade PLC team to plan upcoming week lessons, review data and organize small groups instruction activities. The Literacy MCL met weekly with the second grade Skills Block teacher to review data and organize small group plans and station instructional tasks.

MOY Update

Students have made significant gains in 1st grade. 2nd grade students are making some growth. New assistant teaching Heggerty drills with 1st grade students to make sure they are prepared to exceed EOY targets.

8/28/24

The Magnet Coordinator will meet weekly with 2nd - 8th grade Spanish teachers to develop standards based instructional tasks in coordination with the ELA MCL and 2nd-8th grade ELA PLC teams to positively impact students reading comprehension as measured by formative and summative assessments. (Goal 2)

Complete 05/26/2025

Jeimy Alexa  
Gonzalez Melo

06/30/2025

*Notes:* May 2025 Update

Lesson plans were developed based on NC ELA Standards, utilizing the Benchmark Adelante Spanish curriculum (K–5). Plans for grades 2–5 align with ELA pacing to reinforce literacy standards. Spanish for Native Speakers I and II (middle school) were designed with increased rigor that better aligns to the DL program at our school.

MOY Update:

The Biliteracy committee led by the ELA MLC and Magnet coordinator is in place. Discussions about transferring ELA standards into the SLA curriculum occur weekly in PLC'S from 2-8 grade and on ILT meetings. Istation and DIBELS Lectura data are being used to determine small groups and interventions in Spanish. ELA data determined that our focus will be predominately in Hispanic and multi-lingual populations to strengthen language skills in both languages. Bridging in classes needs to be reinforced.

Magnet Coordinator has met with teams and identified students in need of Spanish interventions. She has created a system to communicate with parents, identify interventions, and proceed with progress monitoring as this information is not on Branching Minds.

8/29/25 100% of PLCs will use the school-wide data analysis protocol (Atlas) to analyze and review all i-Ready and Benchmark assessments to drive small group instruction to ensure that we meet or exceed our outlined goals for English Language Arts, Math and Science. (Goal 1, Goal 3, Guardrail 1, FAM-S 29)

Dina Modine

06/09/2026

*Notes:*

8/29/25 Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Caitlin Russel

06/30/2026

*Notes:*

8/29/25	K-8 Math, Spanish and English Language Arts teachers will receive professional learning on early release days to collaborate by grade level or in vertical teams on unpacking standards, analyzing student work samples, discuss effective instructional strategies and plan differentiated lessons.		Dina Modine	06/30/2026
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Notes:

**Core Function: Domain 3: Instructional Transformation**

**Effective Practice: Practice 3C: Remove barriers and provide opportunities**

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>June 2025</p> <p>This year, we successfully offered support to students transitioning to Kindergarten, 6th and 9th grades. For Kindergarten, we hosted a Beginner’s Day event, a Kindergarten meet the teacher event, a kindergarten parent zoom prior to the first day of school to answer any questions, and two events for parents to build relationships prior to and at the beginning of the school year. These events were attended to widely and ensured a smooth transition for kindergarten families. For rising 6th graders, in addition to our traditional curriculum information offering, we hosted a separate night for 6th graders and their families to walk their schedules and a Q and A to address the transition. For rising 9th graders, we held a transition zoom for families on high school magnet lottery options and supported families at South Mecklenburg High School’s Information Night. As a result of these successes, we nearly accomplished our action at nearly 90% attendance at phone, zoom or in person conferences. Teachers and counselors completed follow up conferences for those who could not attend at that time.</p> <p>There are a few challenges that present themselves related to this indicator. First, a transition plan is needed that focuses on building relationships at each grade level rather than our current focus on Kinder, 6th and 9th. Second, we need a transition plan that directly connects to success on the CMS Goals and Guardrails across our K-8 setting. Finally, a plan to onboard new students at Collinswood in upper grades which will hopefully decrease the suspension rates and increase academic achievement.</p> <p>June 2024</p>	Limited Development 10/04/2022		
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This year, we successfully offered support to students transitioning to Kindergarten, 6th and 9th grades. For Kindergarten, we hosted a Beginner’s Day event, a Kindergarten meet the teacher event, a kindergarten parent zoom prior to the first day of school to answer any questions, and two events for parents to build relationships prior to and at the beginning of the school year. These events were attended to widely and ensured a smooth transition for kindergarten families. For rising 6th graders, in addition to our traditional curriculum information offering, we hosted a separate night for 6th graders and their families to walk their schedules and a Q and A to address the transition. For rising 9th graders, we held a transition zoom for families on high school magnet lottery options and supported families at South Mecklenburg High School’s Information Night. As a result of these successes, we nearly accomplished our action at nearly 90% attendance at phone, zoom or in person conferences. Teachers and counselors completed follow up conferences for those who could not attend at that time.

Two challenges presented themselves related to this indicator. First, we need a transition plan that focuses on build relationships at each grade level rather than our current focus on Kinder, 6th and 9th. Second, we need a transition plan that directly connects to success on the CMS Goals and Guardrails across our K-8 setting.

Moving into the 2024-2025 school year, to address our 8th grade Math 1 goal, we will develop vertical teams to strengthen coherence across standards and grade levels.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>There would be a variety of activities to build opportunities for student transitions, starting with our Open Houses for rising kindergarten parents, Beginner’s Day parent meetings and “Bienvenidos” parent social, our families and parents have the opportunity to build connections with each other and our school staff. Monthly opportunities for parents to engage with staff and learn ways to support students academic and social-emotional progress at home will be provided. Parents and students would deeply understand the magnet compact and subsequent rules associated with the magnet program.</p> <p>We will hold a parent meeting to explain expectations for high school credit courses to support student success in Math 1, Math 2 and Spanish for Native Speaker courses.</p> <p>The Student Services team will lead counseling sessions to guide students in their transition to middle and high school. Likewise, they will lead parent meetings to introduce families to the courses and expectations of the next transition grade. Counselors will lead the implementation of Capturing Kids Hearts as well as supplemental SEL lessons to address the specific needs of students transitioning to the next grade level.</p> <p>As a part of this work, Student Services team members will collaborate with the Middle School team to welcome 6th grade students to the school before the first day to provide a tour of campus, build relationships and generate excitement for the coming year.</p>		<p>Jennifer LiBrizzi</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>3 of 7 (43%)</b></p>		
<p>8/17/23</p>	<p>The school leadership team will provide enriching experiences for prospective families to learn about Collinswood and their child's potential pathway to becoming bilingual and biliterate, culturally competent and college and career ready. (Goal 1)</p>	<p>Complete 05/26/2025</p>	<p>Dina Modine</p>	<p>06/10/2025</p>

Notes: May 2025 Update

Multiple Open House opportunities offered in-person and virtually, as well as multiple time options to increase availability for families. As a result of successful family outreach, we currently have 119 students assigned through the lottery, which means all Kindergarten seats have been filled for the 25-26 school year. Our school sponsored a school-wide Biliteracy Night and Kindergarten Beginners' Day to inform parents about the dual language immersion program and academic expectations.

MOY Update

Multiple open house opportunities offered in-person and virtually, as well as multiple time options to increase availability for families. We currently have 130 students assigned through the lottery, which means all K seats have been filled for the 25-26 school year.

Our school sponsored a Biliteracy Night to inform parents about the types of work their students are completing. It was highly attended.

Upcoming Kindergarten Beginners' Day in March to introduce new families to our two-way dual language immersion program.

8/6/24 Student Services team will provide opportunities for students and families to learn about requirements for middle school and high school expectations. (Goal 4)

Complete 04/01/2025

Dina Modine

06/30/2025

Notes: May 2025 Update

Parent Nights were organized for rising 6th and 9th grade students and their families in preparation for transitioning to middle and high. Guidance lessons were delivered to current 5th and 8th grade students regarding College and Career Readiness and individualized course planning through Naviance.

Counselor has shared information about high school registration and open house opportunities. She has met with families about Math 1 expectations and how this impacts high school.

Counselor and Master Schedule Lead are collaborating to keep parents informed about middle school registration and the transition to middle school.

8/17/23	The school leadership team will create an experiential opportunity for new and returning rising 6th grade students to develop relationships and learn of middle school expectations prior to the start of school. (Goal 2)	Complete 08/30/2024	Dina Modine	06/30/2025
<i>Notes:</i> We held a rising 6th grade orientation to welcome new students, as well as students continuing in the program. The goal was to acclimate all students to middle school and provide students with the opportunity to build relationships with one another. The students met their teachers and had the opportunity to get to know them before school started.				
8/29/25	Student Services team will provide opportunities for students and families to learn about requirements for middle school and high school expectations. (Goal 4)		Burgess, LiBrizzi, Modine	06/09/2026
<i>Notes:</i>				
8/29/25	Student services and administration will create a transition plan for students new to Collinswood to assist students and families in adapting to Collinswood's culture and expectations.		Burgess, LiBrizzi, Modine	06/30/2026
<i>Notes:</i>				
8/29/25	The school leadership team will provide enriching experiences for prospective families to learn about Collinswood and their child's potential pathway to becoming bilingual and biliterate, culturally competent and college and career ready. (Goal 1)		Gonzalez, Burgess, Modine	06/30/2026
<i>Notes:</i>				
8/29/25	The school leadership team will create an experiential opportunity for new and returning rising 6th grade students to develop relationships and learn of middle school expectations prior to the start of school. (Goal 2)		LiBrizzi, Burgess, York, 6th Grade	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		08/06/2024		
<b>Evidence</b>	7/6/2023			
<b>Experience</b>	7/6/2023			
<b>Sustainability</b>	7/6/2023			

Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
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	
<i>Initial Assessment:</i>			Limited Development 08/01/2024			
<p>June 2025 Implementation</p> <p>The percent of OSS/ISS incidents (loss of instructional time) will decrease from 27.6% in SY 2023-24 to 20% in SY 2024-25 and 15% in SY 2025-26.</p> <p>(Aligns to A4.06, E.106, FAMS-30, and CMS Guardrail 2)</p> <p>The percent of OSS/ISS incidents increased from 20% in SY2023-2024 to 41% in SY2024-25. Part of this increase was due to the application of a district protocol related to school threats and the application of the district discipline matrix. More parent and student education on what constitutes violations of the Code of Conduct and the consequences that result from violations would help to reduce suspensions.</p> <p>Our disproportionality suspension rate for Black students continued to decrease this school year by 4.3%. In the 2023-2024 school year, Black students comprised 10.2 % of our population but comprised 22.2% of our suspensions, resulting in a disproportionality rate of 11.1%. In the 2024-2025 school year, Black students comprised 10.3% of our population but comprised 11.3 % of our suspensions, resulting in a disproportionality rate of 9.7%.</p> <p>Collinswood observed a 3.55% decrease in the chronically absent student rate, from 11.15% in 2023-2024 to 7.6% in 2024-2025 school year. We had a three tiered attendance plan that was implemented with success. The addition of a social worker directly contributed to the reduction in chronically absent students at Collinswood. An opportunity for next year would be to refine our communication regarding attendance policies to further improve student attendance.</p> <p>June 2024 Implementation</p> <p>Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 17.2% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)</p> <p>The number of incidents on PowerSchool decreased for the 2023-2024 school year, down from 362 incidents in 2022-2023 to 342 incidents in 2023-2024.</p>						

Our disproportionality rate for Black students continued to fall this school year by 4.3%. In the 2022-2023 school year, Black students comprised 12.3% of our population but comprised 27.8% of our suspensions, resulting in a disproportionality rate of 15.4%. In the 2023-2024 school year, Black students comprised 1.2% of our population but comprised 22.2% of our suspensions, resulting in a disproportionality rate of 11.1%.

Collinswood observed a 1.98% decrease in the chronically absent student rate, from 12.75% in 2022-2023 to 10.77% in 2023-2024 school year.

Due to SB 49, we were unable to collect data from the Panorama Survey.

Successes this year included a close working relationship with the Student Services PLC and administration, working together to create and implement a strong attendance plan, behavior plans and crisis plans. In addition, our Behavior Management Technician has continued to build strong relationships and taken on a more proactive role in working with students who have behavior concerns. SSPLC partnered with administration to deliver assemblies to set baseline expectations and award assemblies for exceeding them.

Our challenge for the 2024-2025 school year is to develop a systematic, proactive approach to working with extreme behaviors including situations involving students injuring staff members. We are working with outside agencies and CMS to provide wrap-around services that include community involvement and support for families and students.

Next year we will have a social worker on campus. We hope to continue to efforts of our SSPLC, working with the school psychologist and social worker, to provide small group and individual counseling and support for students.

We will continue working with our SIT sub-committee to enhance social emotional supports such as positive behavior interventions (school store, positive referral system, house points, building relationships through our house approach).

<p><b>How it will look when fully met:</b></p>	<p>When fully implemented, students will report more positive feelings about their self-management, self-efficacy, and engagement. In turn, they will be present at school more often, and their grades will also be higher. Our middle school house culture will be fully implemented and part of daily life for our middle school students.</p> <p>100% of teachers will incorporate SEL and strengthen student relationships within their instructional day. They will have the skills needed to support students in their social-emotional development. Students will utilize a variety of SEL skills and strategies to support healthy interactions with their peers. Students will report a sense of belonging and trust as members of our school community. Students and staff will share a mutual ownership of the school culture, and students will own their learning. All students will experience a safe, caring school environment where their identity is validated.</p> <p>Our Student Services PLC consistently reviews a variety of data sources (SEL assessments, failures, attendance, as well as other instructional data points—mastery connect, iReady, EL microphases, iStation) to guide teachers towards a strong Tier 1 or “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.</p> <p>Additional SEL resources included any funded positions (e.g., BMTs, social workers, advocates), flexible seating or additional resources, PD related to SEL, culturally relevant or culturally proficient instruction, and Book studies related to SEL, culturally relevant or culturally proficient instruction.</p>		<p>Lillian Burgess</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>3 of 7 (43%)</b></p>		
<p>8/6/24</p>	<p>The school leadership team will provide teacher PD, student assemblies, and explicit classroom instruction within the first two weeks of school to communicate consistent expectations around the school-wide behavior matrix to ensure we reach our goal of a 50% reduction in OSS/ISS incidents. (Guardrail 1, FAM-S30, FAM-S31)</p>	<p>Complete 09/15/2024</p>	<p>Dina Modine</p>	<p>09/15/2024</p>

*Notes:* This will be completed during homeroom time for K-5 grades and Flex time for 6-8 grades.

May 2025

All teachers participated in CKH training. They were required to develop a classroom behavior matrix and social contract with students. They were also required to use CKH hand signals. A schoolwide behavior matrix was posted in all classrooms. Teachers reviewed expectations with students. In November and December, CKH Champions provided refresher training (hand signals, the four questions, reviewing social contracts, and the EXCEL model).

MOY Update

Team met with teachers prior to the start of school. Teachers used morning arrival and flex time to review behavior expectations, Capturing Kids' Hearts strategies, devise social contracts in classes. Time used to review expectations and consequences.

8/6/24 The school leadership team will execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 2023-24. (Guardrail 3, FAM-S30, FAM-S31)

Complete 05/30/2025

Dina Modine

06/30/2025

*Notes:* Attendance Plan: [https://docs.google.com/document/d/1rJOP5tqW0-C7XDeo5K2DynCN8sfs9tSOKfMQH\\_isTNg/edit?usp=sharing](https://docs.google.com/document/d/1rJOP5tqW0-C7XDeo5K2DynCN8sfs9tSOKfMQH_isTNg/edit?usp=sharing)

May 2025 Update

School Leadership Team partnered with the Student Services Team the number of chronically absent students decreased 24% from 11.30% to 8.6%(-2.76%) through ARC meetings, Attendance Contracts, and 3,6, and 10 day letters sent to parents.

MOY Update

The School Social Worker and Attendance Secretary adhere to the 3 tiered attendance plan. All 3, 6, and 10-day communication is being communicated via USPS, email, phone, and Parent Square. The School Social worker provides Tier 2 and 3 interventions as needed for chronically absent students. CA is 9.6% and continues to trend down compared to 23-24 school year.

8/6/24 All staff will implement Capturing Kid's Hearts with fidelity. (Guardrail 3, FAM-S30, FAM-S31)

Complete 05/30/2025

Dina Modine

06/30/2025

*Notes:* May 2025 Update  
 Students and staff have consistently used key elements of Capturing Kids' Hearts across campus, such as the hand signals, sharing good things in meetings and morning circles, social contracts, and professional development to support implementation. Our school was awarded with the Rising Star Recognition for exemplary implementation of Capturing Kids' Hearts in our first year.

MOY update  
 Mid-Year surveys demonstrate teachers are greeting students at the door (4.7/5.0), using the social contract (4.5/5.0), and using non-verbal cues (4.5/5.0).

8/29/25 The school leadership team will execute a three tiered Attendance Plan to decrease our number of chronically absent students by 30% from 7.6% in 2024-2025 to 5.3% in 2025-2026. (Guardrail 3, FAM-S30, FAM-S31)

Burgess, Singleton

06/09/2026

*Notes:*

8/29/25 To provide a duty-free lunch period for every teacher on a daily basis.

Caitlin Russell

06/30/2026

*Notes:*

8/29/25 Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Jennifer LiBrizzi

06/30/2026

*Notes:*

8/29/25 All staff will implement Capturing Kid's Hearts with fidelity to address desired reductions in chronically absent students and OSS/ISS incidences. (Guardrail 3, FAM-S30, FAM-S31)

Dina Modine

09/06/2026

*Notes:*

**Core Function:**

**Domain 4: Culture Shift**

**Effective Practice:**

**Practice 4C: Engage students and families in pursuing education goals**

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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**Initial Assessment:**

June 2025

One of the successes of the school year was our focus on increasing parent engagement through monthly on campus engagement opportunities. Through these opportunities, parents were able to witness student growth in biliteracy, explore math concepts and engage in hands on learning to support important testing topics. Interspersed with academic nights were family nights where families could come to school to play, eat and socialize together. We have continued our weekly Parent Square communication to families to inform them of upcoming events, school policies and celebrations. Our PTA works hand in hand with administration to cast our communication more widely through PTA sponsored communication channels such as their monthly newsletter and grade level Group Me channels. An additional layer of weekly communication, our grade level newsletters, bridges relationships between teachers and parents, and highlights grade level news, celebrations, events and focii of studies for the week. Our Parent and Student handbooks are published on our website and referred to regularly in our parent communication, reinforcing our cultural norms and expectations. Layered on top of that is our Facebook presence highlighting important events and celebrations relevant to our wider Collinswood community. PTA supports increasing parent engagement in on campus events by supplying food trucks and other dinner options for families on campus. All communications are provided in both English and Spanish to increase our engagement with our community. Opportunities for growth for the 2025-2026 school year include exploring ways to increase the percent of community participants actively engaging with weekly communications from 51% to 70% and increasing the the number of participants in our on campus events. We would also like to streamline ways to advertise and manage events by utilizing more Parent Square functions.

June 2024

One of our successes at Collinswood has been the strong implementation of a multi-layered communication with families and the participation of over 90% of our families in parent teacher conferences. Over the course of the school year, we have sent a school-wide weekly parent square message to families which highlights celebrations, important announcements and upcoming events. The message is translated to Spanish and families choose whether to receive text or email notifications of this message. Other forms of communication maintained this year is our vibrant Facebook page and

Limited Development  
08/01/2024

our close collaboration with our PTA's social media page as well as parent led Group Me discussion forums. Grade level teams continued their weekly newsletters, now distributed via Parent Square that communicate weekly learning targets, reminders and events. A new initiative this year that was a huge success in getting families to campus was our once a month Noche Familiar events. Parents and students engaged in movies, food trucks, sports, dance and a host of other activities during these times. Our online parent handbook, parent welcome packet, open houses for K and rising 6th graders as well as our traditional meet the teacher events continue to serve as a way to introduce families to Collinswood's cultural norms and expectations. All of these communications are produced in both English and Spanish to ensure access for all families we serve. One challenge for the 2024-2025 school year is to consider ways to streamline communication for our parents who have multiple children on campus. We are also looking for ways to improve the number of parents engaging with our weekly parent communication from school and teachers. Some families report that they are unaware that they can push notifications to their device of choice, so advertising these options may be one opportunity to explore. Opportunities for the 2024-2025 will be to use Parent Square for all communication, including providing easy of access to reference materials such as our staff and student handbooks, calendars and more.

<p><b>How it will look when fully met:</b></p>	<p>Parents will participate in monthly parent engagement opportunities to learn of school expectations and how best to support their child academically, socially and emotionally. Participation percentages will be monitored for each session through a QR Code check in and QR Code Survey to help us ensure parent needs are being met. Topics that will be addressed include: Curriculum Nights, Technology 101, Social Emotional Learning Night, Literacy Night, Math Night, EOG Night and Transition to Middle and High school Nights.</p> <p>In addition, the school will work to design and implement two way communication to better inform parents of ongoing progress academically, socially and emotionally through parent-teacher, MTSS, and attendance conferences and positive referral and academic success phone calls.</p> <p>Grade levels will continue to send home weekly newsletters with the addition of a coaching corner that will provide families with ideas to practice skills and standards and home. Parent Square will be used widely to establish two way communication among teachers and families and admin and families.</p>		<p>Jennifer LiBrizzi</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>5 of 7 (71%)</b></p>		
<p>8/20/24</p>	<p>Host Biliteracy (Spanish and English Language Arts) Night, an opportunity for teachers to share information with parents about how to improve students' reading and writing skills in both English and Spanish (Goals 1,2)</p>	<p>Complete 01/29/2025</p>	<p>Dina Modine</p>	<p>01/29/2025</p>
<p><i>Notes:</i> MOY Update</p> <p>Biliteracy Night was held on January 29. Students shared their samples of English and Spanish writing with families. Need to create a survey about whether it was helpful to see students' work.</p>				
<p>8/20/24</p>	<p>Host Math Night to share information with parent about building students' math skills and understanding (Goals 3).</p>	<p>Complete 02/28/2025</p>	<p>Dina Modine</p>	<p>02/28/2025</p>

*Notes:* MOY Update  
 Virtual 6-8 Math Night will be held on March 13 from 5:45-7:00 PM.  
 K-5 Math Night will be held on March 27 from 6-7:00 PM in person.

We will create a survey to collect data to support increasing family participation and assessing the usefulness of information provided.

We had a wonderful turning out for Math night in person for K-5. We had 30 parents participate in Middle school virtual night which is more than in previous years in person.

8/20/24	Host End of Grade preparation night to increase family understanding of how classroom learning translates into an end of year assessment. (Goals 1,2,3,4).	Complete 04/03/2025	Jennifer LiBrizzi	04/03/2025
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*Notes:* MOY Update  
 This event is scheduled for April 3rd.

8/20/24	Collaborate with teachers to develop plan for Curriculum Night, providing parents with information to help their children be successful in school (Goals 1,2,3).	Complete 05/26/2025	Dina Modine	06/10/2025
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*Notes:* May 2025 Update  
 Planned virtual curriculum nights and two EOG nights (elementary & middle) where teachers shared with families resources and strategies to support their children success in school

We will create a survey to collect data to support increasing family participation and assessing the usefulness of information provided.

MOY Update  
 Large turnout for Curriculum Night, focused on sharing how parents can help their children at home.  
 We have not created a survey to collect data.

8/28/24	The administrative team will provide weekly parent communication via Parent Square to inform families of updates, activities and expectations with the goal of engaging 90% of our parent square community in viewing our communication.	Complete 05/26/2025	Jennifer LiBrizzi	06/30/2025
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*Notes:* Parent Communication:  
[https://docs.google.com/document/d/1kYO9LGEYWMOiL3bbSkRmoHMeRmknlqAXE4RSFUTVWQ0/edit?usp=drive\\_link](https://docs.google.com/document/d/1kYO9LGEYWMOiL3bbSkRmoHMeRmknlqAXE4RSFUTVWQ0/edit?usp=drive_link)

May 2025 Update  
A weekly communication newsletter is posted in Parent Square to ensure parents & families receive updates about school events, activities, and expectations

MOY Update  
The leadership team sends weekly Sunday evening messages via parent square to update families about celebrations, upcoming events, and reminders of expectations. Weekly communication sent to families in both English and Spanish. Parent Square has been an effective means of communication with all families.

8/29/25	Create and monitor a family engagement survey, monitor and respond to parent square notifications, and generate a parent calendar collaboratively with PTA to improve engagement with our community. Our goal is to ensure 75% of families find our resources and engagement opportunities useful (Goals 1,2) and FAM-S (20).	Jennifer LiBrizzi	10/30/2025
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*Notes:*

8/29/25	Host family events to provide parents with the skills and materials needed to support student learning at home and build home/school relationships with staff and families. (Goals 1,2) and FAM-S (20).	Gonzalez, Russell	06/30/2026
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*Notes:*