

Comprehensive Progress Report

Mission: Mission Statement- Empower students and families through challenging academics and language learning to help them become independent, lifelong learners. Vision Statement-To prepare all Newcomers students with the knowledge and skills necessary to be successful in American schools and society. Purpose Statement-To empower students and families through challenging academics and language learning to help them become independent lifelong learners with the knowledge and skills necessary to be successful in American schools and society while honoring all cultures and heritages.

Vision: To prepare all Newcomers students with the knowledge and skills necessary to be successful in American schools and society

Goals:


By June 2023, each student will show growth in their reading level as measured by the Independent Reading Level Assessment framework in accordance with the following tiers. Students who have been enrolled for 0-2 months will have an average of 0.10 years of growth per month. Students enrolled for 3-4 months will have an average of 0.20 years of growth per month. Students enrolled for 5 months or more will have an average of 0.25 years of growth per month.

During the 2022-2023 school year, all staff will collaborate to provide each student with appropriate tiers of intervention (academic, behavior, socio-emotional, and attendance) in accordance with the school's Multi-Tiered Systems of Support.

The rate of students who are chronically absent during the 2022-2023 school year will improve (decrease) by 10 percentage points from the previous year through improved family communication, goal-setting, and attendance incentives.

The rate of lost instructional days during the 2022-2023 school year will improve (decrease) by 10 percentage points from the previous year.

During the 2022-2023 school year, each grade level will show at least 10% growth on the Math NWEA MAP assessment.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of August 2022, each grade level has their own expectations.	Limited Development 08/10/2022		
<i>How it will look when fully met:</i>		Each grade level has evidence of a plan that all students follow with appropriate methods of teaching the students the procedures positively.		Louis Galiotti	06/15/2024
Actions			0 of 3 (0%)		
	8/10/22	Grade levels will establish and utilize behavior incentives for students.		Grade Level NLT Representatives	06/09/2023
		<i>Notes:</i> This will be met when each grade level has established a system for behavior incentives. They are becoming routine. As of August 2022, HS holds a monthly incentive activity. ES and MS hold weekly activities. PTA funds will support these efforts. September Update: MS using Dojo for incentives with Dojo cart. Fun Friday October Update: MS continuing, ES ongoing, HS began PBIS monthly Friday activity.			
	8/10/22	The school will have daily announcements to staff and students and weekly email reminders to staff on behavior expectations and GCS character education traits.		Admin and Huskins	06/09/2023
		<i>Notes:</i> Daily announcements occur at the end of each day. Weekly videos will be created and shown to homeroom classes at the beginning of each week. Weekly announcements to include recognition of students/classes representing monthly trait. September update: Daily announcements and weekly email are occurring. October update: Daily announcements and weekly emails continue.			
	8/10/22	Create School Pledge that incorporates/stresses appropriate classroom/school behaviors.		Homeroom teachers	06/09/2023

Notes: Recite Pledge daily, discuss the importance, and reward students for modeling behaviors associated with the pledge. Teachers refer to pledge to re-enforce positive student behavior.
 September update: Teachers have created a draft.
 October update: Temporarily on hold.

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>		As of August 2022, instructional grade-level teams have begun developing 3Ls lessons aligned to state standards for each subject taught.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		During monthly coaching meetings teachers align their 3Ls lesson plans to ensure they are meeting each students' instructional needs. Evidence includes notes from coaching meetings and lesson plans that are be available on SharePoint.		Amy Cox	06/15/2024
Actions			0 of 2 (0%)		
	10/19/22	Teachers use in house resources and colleagues to support growth in units of instruction and planning.		Amy Cox	12/15/2022
		<i>Notes:</i> September update: Teachers meet in PLCs weekly. October update: Teachers have had collaborative discussions during PLCs.			
	8/11/22	The school will utilize coaching sessions for each teacher to help align grade level instruction.		Amy Cox	06/09/2023
		<i>Notes:</i> Coaches are assigned to each staff member to meet monthly to review/revise 3Ls lesson plans/methodology. September update: Teachers had first check-in coaching session with admin/support coach. Each teacher discussed standards, planning, assessment, etc. within units of instruction. October update: Coaching sessions continued with teachers focused on small groups and pre/post assessments.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff have begun to look at data decision rules. Staff have developed a draft of transition benchmarks.	Limited Development 10/22/2019		
<i>How it will look when fully met:</i>		Students and staff are aware of those in need of support and the next steps to take.	Objective Met 08/10/22	Amy Cox	06/15/2023
Actions					
	2/18/21	Staff will present data regarding pre and post assessments.	Complete 06/03/2021	Amy Cox	06/03/2021
<i>Notes:</i>					
	3/22/21	Title 1 and CSI funds will be used to fund tutors to work in the elementary, middle and high school to ensure students are receiving remediated instruction.	Complete 06/03/2021	Louis Galiotti	06/03/2021
<i>Notes:</i> In the fall of 2020, we hired two tutors to work with elementary and middle school (Title 1 funds). In the Spring of 2021, we hired three tutors to work across all grade levels, specifically focused on enhancing math instruction (CSI Funds).					
	2/18/21	Teachers will utilize data decision rules based on screeners to identify students in need of additional support in math and reading.	Complete 08/10/2022	Amy Cox	12/31/2022
<i>Notes:</i> The process of using screeners to identify students in need of support has begun. New MTSS groups for Elementary School students (based on screeners' results) started on 3/4/22. This completes the 3rd round of screeners for this year. Screeners are utilized to identify students who need supplemental instruction in addition to core instruction. Students in supplemental instructional groups are progress monitored weekly or bi-weekly. All students are placed in a group so they can receive the intervention/enrichment needed. Similar groups for supplemental instruction take place in middle and high school as well.					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of August 2022, the staff continues learn about how to implement tiered instructional systems and deliver evidence-based instruction to meet the needs of each of their students. IPG funds will support these efforts.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The school regularly gathers and assesses internal data regarding reading growth, attendance, and student engagement. This is completed by individual teachers, within PLCs, by the Instructional Leadership Team, by school administration, and the school's IPG partner. Based on these multiple data points, teachers are able to implement tiered instructional systems that deliver evidence-based instruction aligned to each student's needs.		Amy Cox	06/15/2024
Actions			0 of 3 (0%)		
	8/11/22	Disseminate all data points for students and identify at least two appropriate data points to track student progress.		Amy Cox	10/31/2022
		<i>Notes:</i> September update: All students were screened for Math Tier 2 Interventions. Returning students were screened for Literacy Interventions based on IRLA progress data. October update: Math interventions based predominantly on FastBridge data. Reading/Literacy interventions are based on IRLA data, Fast Bridge Reading Screeners and Amplify/DIBELS BOY data. All teachers have access to this data.			
	8/11/22	Staff will identify high yield instructional strategies for students across all tiers.		Amy Cox	11/30/2022
		<i>Notes:</i> These strategies will be utilized during the 3Ls Differentiated Tasks to meet the individual needs of each student.			
	10/25/22	Based on student needs identified by teachers, the school will purchase supplies and materials to support individual student academic growth.		Louis Galiotti	11/30/2022

Notes: Title I funds support these efforts.

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of August 2022, the school has begun implementing activities and incentives to support student socio-emotional growth. Staff have received initial training on social emotional learning and trauma-informed classrooms. IPG funds will help with these efforts.		Limited Development 08/11/2022		
How it will look when fully met:		Each student receives the support and intervention they need to manage their emotions and develop and utilize socio-emotional skills. Evidence includes schoolwide SEL and Trauma-Informed Classroom strategies, increased attendance, reduced lost instructional days, and student surveys.			Colleen Dunst	06/15/2023
Actions				0 of 6 (0%)		
	8/11/22	The school holds quarterly student celebrations for all grade levels.			Grade level NLT reps	11/30/2022
		<p>Notes: Students will be recognized at the celebrations and with a tangible award. September update: NLT will discuss on 9/13. October update: Teachers have discussed what this looks like in grade-level meetings, being planned in conjunction with Fall Family Festival.</p>				
	10/19/22	MS will facilitate a ten minute SEL check in each day with students, exploring different ways to utilize the time.			Kim Hudak	12/15/2022
		<p>Notes: September update: Students walking daily and, in general, are more focused for class after the SEL time. October update: Still going well, going to begin exploring alternatives to walking.</p>				
	8/11/22	Teachers incorporate SEL strategies throughout their lessons.			Amy Cox	12/31/2022
		<p>Notes: September update: ongoing October update: Examples will be provided during PD days.</p>				
	8/11/22	Staff will collaborate with UNCG Psychological Services by providing referrals for individual and group therapy to students as needed.			Lauren Dacal	12/31/2022
		<p>Notes: September update: This is occurring. October update: Social workers are making appointments.</p>				

	8/11/22	The school will provide staff with Professional Development for SEL and restorative practices.		Colleen Dunst	06/09/2023	
		<i>Notes:</i> Title I and IPG funds will support these efforts. September update: This has begun October update: Activities held during September PD days and planned for October days.				
	8/11/22	Teachers identify students who may need additional support and set up a system of mentorship with students.		Colleen Dunst	12/15/2023	
		<i>Notes:</i> September update: not yet begun October update: not yet begun				
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		As August 2022, teachers monitor the development of skills each student needs to successfully transition. Students meet virtually with their new school and staff provide basic information about each student to their new school. IPG funds support these efforts.	Limited Development 08/11/2022		
	<i>How it will look when fully met:</i>		As students transition to their next level or school, they do so with a strong foundation in the areas of literacy, English language, socio-emotional health, and academic engagement. Students are aware of and prepared for the transition to their new schools. This is evidenced by the assessment of student Transition Benchmarks, student transition support sessions, and student transition logs.		Amy Cox	06/15/2023
	Actions			0 of 13 (0%)		
	8/11/22	The school will create a plan for involving families in preparing for student transitions.		Raquel Watkins	10/31/2022	

	<p><i>Notes:</i> This includes a plan for sharing at-home strategies, discussing student progress, and holding conversations about transition. October update: Transition Teams have met. Calendar of family events created and provided to families. Fall Festival is planned to connect with families. Virtual meet and greets are planned and the school is exploring the idea of a Transition Fair.</p>			
10/18/22	The school will purchase flexible classroom furniture for three model classrooms to better facilitate small group instruction.		Colleen Dunst	11/30/2022
	<p><i>Notes:</i> IPG funds will support these efforts. October update: Quotes received, district approved, and order purchased.</p>			
10/25/22	The school will provide funds for students to participate in field trips to build background knowledge that will support students' transition success.		Louis Galiotti	11/30/2022
	<p><i>Notes:</i> Title I funds support these efforts.</p>			
10/18/22	The school will purchase subscriptions for IXL, BrainPop, and ClassKick to support classroom instruction and provide differentiated enrichment opportunities.		Amy Cox	12/15/2022
	<p><i>Notes:</i> Title I funds support this effort.</p>			
10/18/22	The school will work with its IPG partner to conduct classroom observations in order to gather information about student engagement.		Colleen Dunst	12/15/2022
	<p><i>Notes:</i> IPG Funds will support these efforts. October update: Observations have begun, initial data has been shared with the school.</p>			
8/11/22	The school will develop a timeline for students regarding transition readiness		Colleen Dunst	12/31/2022
	<p><i>Notes:</i> This will include segmenting transition and benchmark skills into goals for first 3 months, 6 months etc. October update: Initial transition list has been generated. Draft of timeline is being created.</p>			
8/11/22	The school will hold conferences with students to share progress and areas for growth.		Amy Cox	12/31/2022
	<p><i>Notes:</i> October update: Informal conferences have occurred with students.</p>			
8/11/22	Teachers will complete transition benchmarks for each student three times during the school year.		Amy Cox	06/09/2023

	<i>Notes:</i> October update: Teachers completed the Transition Benchmarks for each student.			
8/11/22	Teachers will provide differentiated support for each student in their classrooms that leads to the development and use of the benchmark skills.		Amy Cox	06/09/2023
	<i>Notes:</i> October update: Teachers are utilizing the information from the Transition Benchmarks to help students develop and use the skills.			
10/18/22	Instructional staff will meet with the ARC, Eureka, and Open Up coaches multiple times during the year to review and improve foundational reading and math instruction.		Amy Cox	06/10/2023
	<i>Notes:</i> Title I funds will support these efforts. October update: Meeting times for the year are being scheduled.			
10/18/22	Instructional staff will engage in professional learning days each month to learn about and discuss high yield instructional strategies.		Amy Cox	06/10/2023
	<i>Notes:</i> IPG and Title I funds support these efforts. October update: September PD days included information on supporting "EACH" student, student engagement, and developing appropriate pre and post assessments and October days are scheduled.			
10/18/22	The school will employ two tutors to provide targeted supplemental instruction in reading, math, and science.		Amy Cox	06/10/2023
	<i>Notes:</i> Title I funds support these efforts. The tutors have been hired and have begun providing supplemental instruction.			
10/18/22	The school will hold weekly PLCs for instructional staff to learn and discuss best practices, with the following rotation: Individualized 3Ls conferences, Content discussions about data, IPG Partner facilitated discussions, and Schoolwide topic discussions.		Amy Cox	06/10/2023
	<i>Notes:</i> IPG funds will support these efforts. October update: PLCs have been scheduled and held monthly as planned. September topic was focused on what it means to meet the needs of "EACH" student, pre-assessments, and connection with our 21-22 school focus.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of August 2022, the district provides feedback and guidance to the school in relation to the SIP's listed goals, chosen indicators, and action steps.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The district school improvement team meets on a regular basis to help transform any and all underperforming schools in the district. Evidence includes meeting agendas and minutes.		Louis Galiotti	06/15/2023
Actions			0 of 2 (0%)		
	8/11/22	The school will refine the process for reviewing and monitoring the SIP.		Colleen Dunst	10/31/2022
		<i>Notes:</i> October update: The school has revised its process for reviewing the SIP.			
	8/11/22	The Newcomers Leadership Team will review feedback and guidance from the district and make adjustments to the SIP as needed.		Colleen Dunst	06/09/2023
		<i>Notes:</i> The reviews will occur during monthly NLT SIP meetings. September update: All adjustments have been made based on previous feedback. October update:			
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>		As of August 2022, the Newcomers Leadership Team meets twice a month to review the SIP and schoolwide practices.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The SBLT meets twice a month. Available data includes meeting agenda, Google Sheet collaborative document, approved minutes, as well as additional information recorded on Indistar.		Christian Walter	06/15/2024
Actions			0 of 1 (0%)		
	8/11/22	The leadership team will review the school's implementation efforts and document progress in Indistar at least once per month.		Colleen Dunst	12/31/2022

Notes: The implementation efforts are reflected in the action steps.
 September update: The Leadership team meets twice monthly to review SIP progress.
 October update: The implementation efforts are reflected in the action steps for each indicator and progress is noted in the action step notes and the Leadership Team minutes.

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
Initial Assessment:		As of August, 2022, time is designated for teachers to meet with grade level teams, PLCs, and instructional/content teams for regular instructional planning. This designated time includes plans for Professional Learning and collaboration days with paid substitutes throughout the school year.	Limited Development 08/11/2022		
How it will look when fully met:		Teachers meet weekly in PLCs. Teachers also meet for Professional Learning and collaboration days eight (8) times per year. Grade level teams meet to collaborate weekly. Evidence includes agendas and minutes from PLCs and PL Days as well as products of collaboration from these scheduled PL days.		Amy Cox	06/15/2024
Actions			0 of 1 (0%)		
	8/11/22	The school will provide monthly collaborative planning opportunities among and between content areas and grade-levels.		Amy Cox	06/09/2023
Notes:		This occurs outside of daily independent instructional planning time. September update: Several PD days are taking place the week of 9/12-9/16 with the requisite collaborative planning opportunities. October update: All classroom teachers had the opportunity to attend the PD days and collaboratively plan with colleagues. Oct dates are planned.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Admin and instructional team members monitor curriculum and classroom instruction regularly and provide clear feedback via email to teachers.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		Admin and Instructional Team members walk through classrooms using a common walkthrough form. Feedback is shared with teachers using the data from this electronic form as well in person during coaching sessions. The compilation of this data, the feedback shared with teachers, and records of the coaching sessions are evidence/data of these efforts.		Christian Walter	06/15/2024
Actions			0 of 2 (0%)		
8/11/22	A schoolwide walkthrough form will be used regularly by admin for informal classroom observations.			Louis Galiotti	10/31/2022
		<i>Notes:</i> Needs identified during walkthroughs will inform the design of the school's professional development. September update: Admin has starting using the walkthrough form. October update: Walkthroughs occur weekly.			
8/11/22	Staff will receive feedback based on the walk-through forms from informal observations.			Louis Galiotti	10/31/2022
		<i>Notes:</i> September update: Admin/instructional staff email teachers with feedback. October update: Email provided after each walkthrough, add'l feedback provided during 3Ls check-in monthly.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school is in the initial stages of developing a plan to collect data internally regarding reading growth, attendance, and student engagement.	Limited Development 03/16/2022		
<i>How it will look when fully met:</i>		<p>The school regularly collects and assess internal data regarding reading growth, attendance, and student engagement. This will be completed by individual instructional staff, PLC teams, the MTSS/Instructional Leadership Team, school administrators, district staff, and our IPG partners.</p> <p>School wide, grade level, content area, and individual student data informs/determines classroom instruction, remediation/enrichment needs for students, school-wide strategies, and professional learning opportunities provided to staff.</p> <p>Data/evidence includes student data (grades, assessments, IRLA, IXL, etc.), observations and feedback given to teachers from admin, district (EL dept.), peers, mentors, and outside contractors as well as SIP and Professional Learning agendas and minutes.</p>		Louis Galiotti	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	3/16/22	The school will develop a plan for gathering and assessing internal data regarding reading growth, attendance, and student engagement.		Louis Galiotti	06/14/2023
<i>Notes:</i>		September update: Initial discussions are occurring. October update: Leadership team in conjunction with MTSS and Instructional Leadership team have held discussions regarding data to be gathered.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school adheres to district system to recruit, evaluate, reward, and replace staff. This includes the required number of performance evaluations, informal walkthroughs, and recognition of TOY and Rookie TOY.	Limited Development 03/16/2022		
<i>How it will look when fully met:</i>		In addition to following the district guidelines, the school regularly conducts surveys with staff and reviews its staff turnover rate. Data/evidence includes the turnover rate and results of the staff surveys.		Louis Galiotti	06/15/2025
<i>Actions</i>			0 of 1 (0%)		
	3/16/22	The school will conduct a staff survey and review its turnover rate.		Louis Galiotti	06/14/2023
		<i>Notes:</i> October update: Not yet developed.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents receive information from the school.	Limited Development 06/04/2021		
<i>How it will look when fully met:</i>		Families are active participants in the school and their child's education.	Objective Met 08/10/22	Louis Galiotti	06/14/2022
<i>Actions</i>					
	6/4/21	Teachers will contact families at least once per semester to talk about student progress and family concerns.	Complete 08/10/2022	Louis Galiotti	12/15/2022

Notes: Teachers will keep a log of family contacts and upload it to SharePoint. Parents are contacted more than once each semester and grade levels send out monthly newsletters. Two sets of Family/Teacher Conference days were held in October and February. These were well-attended by families and students. The Family Engagement Specialist has created and uploaded informational videos and newsletters to our Virtual Family Resource page through our website.

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school communicates with families through online meetings, translated videos and newsletters on our website, and infrequent events at the school.</p> <p>Title I and IPG funds help support these efforts.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			<p>Families regularly engage with the school through events on campus and in the community. They utilize virtual resources to support their students' academic growth and communicate their concerns with the school. Families volunteer in a variety of capacities at the school. Current and former families support each other in their efforts to advocate for their students. Activity sign-in sheets and parent surveys are used as evidence of these efforts.</p>		Raquel Watkins	06/15/2023
Actions				0 of 7 (0%)		
8/11/22	The Family Engagement Specialist will hold monthly orientations with new families.		Raquel Watkins	10/31/2022		
<i>Notes:</i> IPG funds support this effort. September update: September orientation has been scheduled and families invited. October update: September sessions were held on 9/29 and families provided with opportunity to receive and share information. October session scheduled.						
8/11/22	The school will work with parents and families to develop a Family Advocacy group that will meet monthly.		Raquel Watkins	10/31/2022		

	<p><i>Notes:</i> IPG funds support these efforts. October update: Families are being contacted to participate.</p>			
8/11/22	The school will host family conferences in conjunction with quarterly student celebrations for increased family involvement.		Colleen Dunst	11/30/2022
	<p><i>Notes:</i> Title I and IPG funds will support these efforts. October update: FES specialist and team is working on Fall Festival for families.</p>			
8/11/22	The school will implement the use of a schoolwide communication platform with families.		Raquel Watkins	01/31/2023
	<p><i>Notes:</i> October update: ES and MS are using Class Dojo. HS is still exploring the idea.</p>			
8/11/22	Staff will develop partnerships with community agencies to support families at the school in meeting student health needs.		Colleen Dunst	01/31/2023
	<p><i>Notes:</i> IPG funds will support these efforts. September update: Staff have met with several health agencies and have begun setting up contracts for services. October update: Mustard Seed contract has been approved and appointments are being scheduled.</p>			
10/25/22	The school will mail information to families that may include supporting student academics, transition to their student's new school, and activities at the school.		Raquel Watkins	01/31/2023
	<p><i>Notes:</i> Title I funds support this effort.</p>			
10/25/22	The school will purchase resources for families such as books and educational materials to support student academics to be housed in the Family Resource Center.		Colleen Dunst	02/28/2023
	<p><i>Notes:</i> Title I funds support this effort.</p>			