

Comprehensive Progress Report

Mission: At INVEST COLLEGIATE, we imagine, we nurture, we value, we engage, we sustain, we transform as we champion opportunities in leadership and learning – embracing greatness, inspiring achievement within a telescopic environment.

Vision:

Goals:

Alter the text and click the update link on the left



! = Past Due Objectives		KEY = Key Indicator				
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Grade level pacing guides in varying stages of development, limited vertical alignment, lack of common assessments and graded assignments, struggling to align the way we assess as a school.	Limited Development 05/02/2016			
<i>How it will look when fully met:</i>		In Lower School Math and ELA, Middle and Upper School will be focused on courses. Investments will focus on Middle and Upper. Step 1: Identify Focus Standards Step 2: Develop Framework Pacing for the year Step 3: Develop Unit Plans that include learning targets. Step 4: Use Common Formative Assessment to determine if students are mastering the standard (LT) Step 5: Use CLIMB time to remediate those that have not mastered, or to enrich those that have.		Jennifer Townley	06/18/2022	
Actions			4 of 17 (24%)			
	10/5/16	Grade Level Teams and Vertical teams will create Focus Standards for all courses they teach. Lower School will create Focus Standards for ELA and Math.	Complete 08/08/2016	Ellen Girardi	08/08/2016	
<i>Notes:</i>						
	10/5/16	Using focus standards, teams will develop Framework Pacing for the year.	Complete 08/08/2016	Ellen Girardi	06/27/2017	

	<i>Notes:</i> Teachers will continually, after reflection and discussion, add and change their pacing as the year progresses.			
10/5/16	In lower school, grade level teams will create common standard-aligned assessments for each Unit Plan to determine if students are mastering the focus standards in the Unit Plan.	Complete 04/13/2018	Ellen Girardi	06/29/2018
	<i>Notes:</i>			
1/12/18	Middle School departments will create unit plans that include learning targets for the courses they teach.	Complete 04/13/2018	Ellen Girardi	06/29/2018
	<i>Notes:</i>			
3/10/21	In Middle School, Teacher Teams will evaluate standards mastery from course work and iReady to determine current levels to guide pacing, focus standards, unit plans, etc.		Ryan Bell	06/25/2021
	<i>Notes:</i>			
2/13/18	Upper School departments will create unit plans and lesson plans that include learning targets for the courses they teach.		Sarah Reams	06/27/2021
	<i>Notes:</i>			
2/13/18	In upper school, department teams will create common standard-aligned assessments for each Unit Plan to determine if students are mastering the focus standards in the Unit Plan.		Sarah Reams	06/29/2021
	<i>Notes:</i>			
1/12/18	In middle school, department teams will create standard-aligned assessments (common when possible)for each Unit Plan to determine if students are mastering the focus standards in the Unit Plan.		Sarah Reams	06/29/2021
	<i>Notes:</i>			
10/5/16	Lower School Grade Level teams will develop Unit Plans that include learning targets for all subjects.		Ellen Girardi	06/29/2021
	<i>Notes:</i>			
3/10/21	In Middle School, Grade level teacher teams will use AVID and other strategies to support writing, vocabulary, and reading of informational texts.		Ryan Bell	06/25/2022
	<i>Notes:</i>			
3/10/21	In Middle School, we will utilize AVID to address executive functioning needs of middle school		Ryan Bell	06/25/2022
	<i>Notes:</i>			
3/10/21	In grades K-8, we will evaluate and implement a standardized curriculum across school levels.		Ryan Bell	06/25/2022

<i>Notes:</i>				
3/10/21	Upper School teachers will continue to select and implement standards-aligned instruction for new courses that are added to high school curriculum choices each year, to be evaluated yearly.		Nicole Morin	06/25/2022
<i>Notes:</i>				
3/10/21	Upper School teachers will meet at least 4 times per year to discuss vertical alignment with K-12 content area.		Josh Ray	06/25/2022
<i>Notes:</i>				
3/9/18	The grade level teams will use common standard-aligned assessment data to determine instructional path for CLIMB time in effort to remediate those that have not mastered, or to enrich those that have.		Ellen Girardi	06/27/2022
<i>Notes:</i>				
10/5/16	In Lower School, grade level teams will use common standard-aligned assessment data to determine an instructional path and unit plan including differentiation to remediate those that have not mastered, or to enrich those that have mastered.		Ellen Girardi	06/29/2022
<i>Notes:</i> IN LS: Teams will make SMART Goals for CLIMB/Differentiation to ensure we meet this goal.				
3/10/21	In Middle School, we will clearly define EC courses and continue to meet as a student support team to improve structures to support specialized instruction.		Ryan Bell	08/01/2022
<i>Notes:</i>				

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>		We have an MTSS team (CAST) with a defined process. We need support in implementing effectively. RtI leaders will attend a summer professional development. We have created some intentional schedule changes for 16-17.	Limited Development 05/16/2016		
<i>How it will look when fully met:</i>		<p>IC Imagine will have a complete student Support System in place. This system will involve teams at all levels of the school to discuss, problem solve and create support plans for students with academic, behavioral or other challenges that affect their ability to be successful at school. When support plans are not enough for students, we will work with our EC department to identify students who need Individualized Education Plans or qualify for additional services.</p> <p>In addition to using classroom and formative assessment data, we will use In addition to using classroom and formative assessment data, we will use our universal screening data to inform instructional decisions and identify students who are at risk or have gaps in prior learning.</p> <p>When our complete student support system in place, our teachers will have strong core instruction with strong differentiation in place. Classroom teachers will also use CLIMB time to remediate those that have not mastered grade level standards, or to enrich those that have.</p>		Jennifer Townley	06/27/2022
Actions			2 of 9 (22%)		
10/5/16	We will administer Universal Screenings (aimswebPlus K-1 and i-Ready 2-12) 3 times yearly. Using this data we will modify instructional plans, identify learners who have gaps in prior learning and make school wide, grade level wide and classroom wide instructional decisions.	Complete 11/13/2017	Ellen Girardi	06/29/2018	
<i>Notes:</i>					
10/5/16	Teams will collaborate about best practices and differentiation in their classrooms during their Wednesday morning PLCs.	Complete 11/13/2017	Ellen Girardi	06/30/2018	
<i>Notes:</i> Teams will continue to discuss, model for one another and implement ways to differentiate their core instruction.					

1/12/18	Middle School departments and Vertical teams will create targets and common standard-aligned assessments for all Focus Standards as part of their Unit Plan development.		Ryan Bell	06/29/2021
<i>Notes:</i>				
1/12/18	Upper School departments and Vertical teams will create targets and common standard-aligned assessments for all Focus Standards as part of their Unit Plan development.		Nicole Morin	06/29/2021
<i>Notes:</i>				
10/5/16	The Middle School CAST leadership team will develop a process for moving students through levels of support including distinct Problem Solving teams for each level of the school.		Ryan Bell	06/30/2021
<i>Notes:</i>				
3/9/18	The Lower School CAST leadership team will develop a process for moving students through levels of support including distinct Problem Solving teams for each level of the school.		Erika Wellman	06/30/2021
<i>Notes:</i>				
4/21/21	Administration of baseline assessments for all new students		Nicole Morin	06/30/2022
<i>Notes:</i>				
3/9/18	The Upper School CAST leadership team will develop a process for moving students through levels of support including distinct Problem Solving teams for each level of the school.		Erika Wellman	06/30/2022
<i>Notes:</i>				
10/5/16	Lower School Grade Level Teams and Vertical teams will create common standard-aligned assessments for all Focus Standards as part of their Unit Plan development.		Ellen Girardi	06/30/2022
<i>Notes:</i> Teams will continue to complete this work, strengthen and revise as the year progresses.				

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Many faculty and staff of ICI are currently teaching students to be culturally aware, accepting, and responsive. Many faculty and staff are also instructing students in ways and posting informative graphics that expose them to diverse cultural elements. We currently offer a welcoming environment for our students but desire to increase diversity and the inclusion of all within our mission, student interaction, PD, and classroom environment and instruction.	Limited Development 06/01/2018		
<i>How it will look when fully met:</i>		When this objective is fully met, it will look like our classroom reference materials will include cultural representations and texts available to students, grade level field trips for a cultural experience will be planned, students and staff will be showing cultural acceptance and including all of our diverse population, we will have a more diverse student and staff population, we will be consistently instructing meaningful cultural content and making real world connections, and rather than making a plan to purposefully implement these plans into our unit plans, we hope to develop a school culture where these practices become an integral part of our purpose once we have developed the framework necessary and provided the needed resources to staff to help them engage in this development.		Sean Vervain	06/30/2022
Actions			0 of 12 (0%)		
6/1/18	Teachers will add meaningful content to unit plans such as activities and optional conversation probes to help create a curious, accepting, and informed classroom culture. This includes			Sean Vervain	06/30/2021
	<i>Notes:</i> These prompts are intended to support conversation if it does not naturally occur through instruction.				
3/10/21	In middle school, the Social studies teacher team is utilizing the https://www.facinghistory.org/why-facing-history to explore the history of all stakeholders.			Marcus Blankenship	06/25/2022
	<i>Notes:</i>				
3/10/21	Upper School teachers will participate in monthly conversations surrounding topics related to Culturally Responsive Teaching, led by JEDI representatives.			Jericho Dunn	06/25/2022
	<i>Notes:</i>				

6/1/18	We will provide optional PD/PLCs during established working times (planning and Wednesday mornings) in order to create meaningful conversations about resources and implementation.		Sean Vervain	06/30/2022
	<i>Notes:</i> Currently we have meetings during PLC time on Wednesdays that grade level reps must attend. This objective is a long-term objective that will most easily be implemented once we are all in one building. Until we are able to achieve this, we will continue to meet at least once per month.			
6/1/18	Faculty will share unit plans or topics being covered with the Fine Arts department in advance to encourage collaborations between investments and instructional content.		Erika Wellman	06/30/2022
	<i>Notes:</i> These collaborations may not be able to occur at the exact time the content is being covered in class due to investments covering a broad range of grades and the collaboration demand being high for these teachers.			
6/1/18	Grade level field trip representatives will collaborate with their teams to make sure a cultural opportunities through both on and off campus field trips.		Erika Wellman	06/30/2022
	<i>Notes:</i> This accountability will start at the grade level, go through Melissa Strong through approval and tracking of which grades are attending each trips. Admin at each level will also help make sure each grade is planning for cultural field trips.			
6/1/18	We will continue to intentionally recruit teachers and faculty that represent the ethnic and racial diversity of our student population.		Erika Wellman	06/30/2022
	<i>Notes:</i> This is intended to offer students more frequent encounters with people who represent and relate to their own cultures.			
6/1/18	We will define Culturally Responsive Teaching (CRT) for ICI and include the definition in all community outreach and marketing strategies.		Sean Vervain	06/30/2022
	<i>Notes:</i> This will also go along with our framework development and faculty engagement opportunities.			
6/1/18	We will align culturally responsive teaching expectations within classroom observations and provide teacher feedback specific to Culturally Responsive Teaching (CCRT) goal(s).		Sean Vervain	06/30/2022
	<i>Notes:</i> These goals will be associated with NECESS observations and PDPs.			
6/1/18	The JEDI committee will continue to provide faculty and staff with a growing selection of meaningful, factual resources to use that are aligned with our established framework.		Sean Vervain	06/30/2022
	<i>Notes:</i>			

6/1/18	We will establish a clear, meaningful, framework such as a pacing guide or timeline with objectives that are engaging and appropriate to age and grade level to share with families and faculty regarding our curriculum intentions surrounding all elements of diversity.		Sean Vervain	06/30/2023	
<p><i>Notes:</i> Once we have our actions in place, if these two items we have joined need to be separated, we can treat them as individual objectives.</p> <p>Consider making action steps more narrow/ adding more to make more achievable.</p>					
3/10/21	In Middle School, the SEL team will create a plan of implementation which includes community outreach, student teams, adult SEL, student SEL, and data driven supports and adjustments.		Ryan Bell	06/25/2024	
<i>Notes:</i>					
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>		At this time, we have three school counselors and many teachers attentive to social and emotional needs. We implemented Community Resiliency PD during the 15-16 and 16-17 school years.	Limited Development 06/06/2016		
<i>How it will look when fully met:</i>		PBIS is designed to allow each student to develop the self-discipline to make good choices. Together the home, school, and community share the responsibility of developing good citizens. Parents, collegiate leaders, and champions must work together to maintain a safe learning environment. IC Imagine utilizes a Positive Behavior Support Program to recognize the positive contributions of champions. Each classroom follows a discipline plan that teaches champions the school-wide expectations and incorporates champion incentives. IC Imagine promotes three essential student expectations in all classroom and non-classroom settings: Engage, Value, Be a Leader. Faculty and staff members recognize and reward good choices champions make with Stars (Lower School), LiveSchool (Middle School), Champ Change (Upper School). In lower school, K-5 classes will receive monthly guidance lessons using the Second Step Curriculum to increase social emotional awareness and address any social emotional deficits.		Amanda Bell	06/27/2022
Actions			2 of 9 (22%)		
10/5/16	Kinder- 5th grade teams will use the Second Step curriculum in monthly class lessons with the guidance counselor.	Complete 10/10/2016	Ashlee Kinniard and Jesse Mitchell	10/10/2016	
<i>Notes:</i>					

10/10/16	We will create a form to post online and allow bullying to be reported to administration/counseling department.	Complete 10/19/2016	Jesse Mitchell	10/17/2016
<i>Notes:</i> Form created by Mr. Mitchell and reviewed by IAC.				
10/5/16	We will administer a school wide academic universal screener (K-1 Aimsweb and 2-8 I-Ready) using that data and teachers will refer students to CAST if they are flagged on the screener. CAST will work with the classroom teacher, EC department, and Guidance Dept to be sure these referrals are handled appropriately and student needs are met to the best of our ability.		Jesse Mitchell	06/29/2021
<i>Notes:</i> Universal screeners will be administered BOY, MOY, EOY.				
10/5/16	The Guidance department will use teacher referrals, school safety survey as means of data collection to inform lunch groups, social groups and individual sessions.		Jesse Mitchell	11/22/2021
<i>Notes:</i> School Safety Survey (Pre) Nov 7-11, School Safety Survey (post) after Spring Break.				
3/10/21	In grades K-8, a plan has been developed for teachers to use Second Step Curriculum weekly.		Ryan Bell	12/01/2021
<i>Notes:</i> We anticipate that this will be a routine again in Lower School after we return to school for the 2021-22 school year.				
3/10/21	Upper School teachers will implement a high school age appropriate PBIS system based on relevant data with fidelity.		Jericho Dunn	06/25/2022
<i>Notes:</i>				
3/10/21	Upper School teachers will implement an age appropriate Social Emotional Learning Curriculum with all students.		Nicole Morin	06/25/2022
<i>Notes:</i>				
10/10/16	We will educate our families and community about how to recognize bullying and use the online form to report bullying to our administration/counseling department. Additionally, we will educate families regarding resources for technology misuse, general safety, and SE well being.		Ryan Bell	06/25/2022
<i>Notes:</i>				
2/13/18	We will administer a universal behavior screener twice a year. Using this data, teachers will refer students to CAST if they are at risk. CAST will work with classroom teacher, guidance department, and EC department to be sure these referrals are handled appropriately and student needs are met to the best of our ability.		Amanda Bell	06/29/2022

Notes: A screening will happen 2 times, ideas were after Fall Break, After Spring Break/ at the semester break.

We need to select a screening tool to implement.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
Initial Assessment:		At this time, school leaders attend PLC meetings.	Limited Development 06/06/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Guiding Coalition meets monthly, IC Imagine Admin team meets monthly. Guiding Coalition will consist of grade level and Investment reps, along with all members of the Admin Team and 1 parent rep. Student representatives will also be considered.		Ellen Girardi	06/17/2023
Actions			1 of 3 (33%)		
	10/5/16	Create a calendar for IAC full team and IAC leadership team meetings.	Complete 07/29/2016	Sarah Reams	07/29/2016
		<i>Notes:</i>			
	10/5/16	Create a team of 1 rep per grade level, EC department and Investment reps, along with all members of the Admin Team and 1 parent rep. Consider addition of student representatives.		Jennifer Townley	06/17/2022
		<i>Notes:</i>			
	4/13/18	School Leadership team will discuss school wide effective practices and monitor the level of implementation across Lower, Middle and Upper school to increase consistency.		Jennifer Townley	06/30/2023

Notes: We feel like we need a stronger emphasis on discussion of effective practices at school level meetings.

Implementation:				
Evidence	10/11/2016	evidence is located in indistar-minutes of meeting and membership entered.		
Experience	10/11/2016	It was difficult to start from scratch building the team. Moving into this year we were able to tell each team to elect a rep.		
Sustainability	10/11/2016	Create and execute effective agendas.		

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:		School currently provides planning time for all teachers and PLC teams have roles.	Limited Development 06/06/2016		
How it will look when fully met:		The school leadership team will support Instructional teams as they develop their norms and collaborative practices. We have created a schedule where Lower School teachers have 45 minutes of common planning 4 times per week and Middle School teachers have common planning time every day. We are working towards giving teachers teaching common classes planning time together, with the priority given to tested subjects in Upper School. All teachers have 90 minutes of PLC time every Wednesday. The school leadership team will give guidance and support throughout the year.		Jennifer Townley	06/27/2022
Actions			3 of 4 (75%)		
	9/12/16	Creating time for collaboration in Master schedule.	Complete 08/08/2016	Admin Team	08/08/2016

<i>Notes:</i>				
9/12/16	Create documents for the use of keeping track of what happens during weekly collaborative time, norms, roles and team products.	Complete 08/17/2016	Reams/ Girardi	08/17/2016
<i>Notes:</i>				
9/12/16	Schedule check ins so that teams feel supported and have time to ask questions and/or for help on an as needed basis.	Complete 04/21/2017	Reams/ Girardi	08/26/2016
<i>Notes:</i> Some teams have weekly check-ins already scheduled, some teams are not feeling the need to meet on a weekly basis but are asking for help at certain times as needed.				
5/12/21	Work towards creating common planning time for Upper School teachers that are teaching common classes with priority being given to tested subjects.		Nicole Morin	06/17/2022
<i>Notes:</i>				

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>		We have implementation of benchmark assessments and look at school data. We would like to move towards having teachers collect standard based data collection on a consistent basis.	Limited Development 06/06/2016		
<i>How it will look when fully met:</i>		Using formal and informal observations, the admin team will provide feedback on a timely basis. The admin team will work with each grade level team to ensure that teams are focusing on the focus standards and responding within their instruction. Using all of that information and data, IAC and the Admin Team will determine the Professional Development opportunities to provide to the staff.		Jennifer Townley	06/18/2022
Actions			0 of 9 (0%)		
10/5/16	The lower school admin team will monitor Unit Plan/ lesson plan creation and provide feedback along the way.			Ellen Girardi	06/27/2021
<i>Notes:</i>					
2/13/18	The middle school admin team will monitor Unit Plan/lesson plan creation and provide feedback along the way.			Ryan Bell	06/27/2021
<i>Notes:</i>					

2/13/18	The upper school admin team will monitor Unit Plan/lesson plan creation and provide feedback along the way.		Nicole Morin	06/27/2021
<i>Notes:</i>				
10/5/16	During IAC and Admin meetings we will discuss and determine the PD opportunities to provide our staff throughout the year, the 2018 summer and the beginning of the 2018-19 school year.		Jennifer Townley	06/29/2021
<i>Notes:</i> Ongoing as PD opportunities will be offered around the focus of the needs of the school, faculty, and stakeholders.				
2/13/18	ICI will provide differentiated PD focused around all areas of standards-based grading (learning targets, unit plans, using pre-post assessment data for planning and CLIMB). We will continually review PD offerings and needs to be sure they are relevant.		Ellen Girardi	06/30/2021
<i>Notes:</i>				
4/21/21	Middle School will engage in weekly PD regarding SEL implementation		Ryan Bell	06/30/2022
<i>Notes:</i>				
4/21/21	K-8 professional development around new math curriculum implementation		Ryan Bell	06/30/2022
<i>Notes:</i>				
4/21/21	Professional development opportunities based upon needs assessment and long-term plan shared with staff		Jennifer Townley	06/30/2022
<i>Notes:</i>				
4/21/21	Professional development opportunities in strategy/content area based concepts offered on an ongoing basis.		Ellen Girardi	06/30/2022
<i>Notes:</i>				

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>		We are a new school and still developing our personnel rewards and benefits.	Limited Development 06/06/2016		
<i>How it will look when fully met:</i>		As a school we will be using PBIS for staff with staff drawings shout outs to encourage high morale. The Admin team will be using both formal and informal observation tools to provide consistent, timely feedback to teachers. We are building rapport with local colleges and universities to encourage early observation experiences to build relationships with future teachers. We will continue to attend local job fairs and recruit teachers. We will be accepting applications for substitute teachers on an open basis.		Jamie Williams	06/27/2022
Actions			4 of 5 (80%)		
10/5/16		The Admin team will be using both formal at least 2 times a year and informal observations at least 3 times a year to provide consistent, timely feedback to teachers.	Complete 06/27/2017	Jamie Williams	06/27/2017
<i>Notes:</i>					
10/5/16		We will attend local job fairs and recruit teachers.	Complete 06/27/2017	Jamie Williams	06/27/2017
<i>Notes:</i>					
10/5/16		As a school we will be using PBIS weekly staff drawings along with other rewards and shout outs to encourage high morale.	Complete 08/18/2017	Meridith Mitchell	06/27/2017
<i>Notes:</i>					
2/9/18		We will continue to accept substitute applications year-round in effort to build a reliable selection of substitutes with open availability.	Complete 06/19/2020	Jennifer Townley	06/29/2021
<i>Notes:</i>					
10/5/16		We are building rapport with local colleges and universities to encourage early observation experiences to build relationships with future teachers.		Jennifer Townley	06/27/2022
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		We are good communicators.	Limited Development 06/06/2016		
<i>How it will look when fully met:</i>		We have math, ELA and science nights calendared for the year. As a school, we will send family emails to keep stakeholders involved. Grade levels will use a given template to send weekly Grade Level Emails. Teachers and Grade Level teams will keep websites up to date with relevant information and resources to support learning at home. Through PowerSchool, teachers will provide grades based on Learning Targets for Focus Standards. Progress Reports and Report Cards will reflect student performance on each Learning Target. We also have added community building events such as Coffee with Leadership, RTA and other curriculum nights in Lower School as well as Middle and Upper School Parent Nights. We communicate with stakeholders using the Remind app along with social media.		Ryan Bell	06/27/2023
Actions			3 of 7 (43%)		
	10/5/16	We will host at least one math, one ELA and one science night for families.	Complete 11/01/2017	Ellen Girardi	06/27/2017
<i>Notes:</i>					
	10/5/16	Each month, the Head of School will send a family email to keep stakeholders involved. Each week, grade levels use a given template to send weekly Grade Level Emails. Principals will communicate with individual schools on a regular basis.	Complete 11/01/2017	Jennifer Townley	06/27/2017
<i>Notes:</i>					
	10/5/16	Teachers and Grade Level teams will communicate with students and families about progress toward meeting standards and graded focus standards.	Complete 02/12/2018	Ryan Bell	06/27/2019
<i>Notes:</i>					
	1/12/18	Through PowerSchool or standards based report cards, teachers will provide grades based on Learning Targets.		Ryan Bell	06/29/2021
<i>Notes:</i>					
	4/21/21	Add videos to middle school newsletters and begin middle school specific student news and morning announcements		Sherrod Laws	06/30/2022

<i>Notes:</i>				
4/21/21	Commitment to making sure that school website has all relevant and updated information readily available		Erika Wellman	06/30/2022
<i>Notes:</i>				
1/12/18	As a K-12 school we will communicate the timeline for changing our grading system in variety of ways.		Jennifer Townley	06/30/2023
<i>Notes:</i> This will include informative opportunities such as parent nights, reviewing paperwork at conference and sending a letter home with report cards. We also discussed possibly a video added to the website. Timeline was adjusted to reflect need for additional work specifically in Middle and Upper School.				