

Comprehensive Progress Report

Mission: At Morehead Elementary, teachers, students and parents collaborate to set high expectations and provide a quality education while celebrating diversity and the arts in a respectful and safe environment.

Vision: Morehead Elementary School will ensure that every student has the opportunity for a high quality education through mastery of academic skills integrated with both the visual and performing arts and begins to develop the skills essential for a successful life as a productive citizen while gaining respect and understanding for self and others.

Goals:

By the end of the 2024 - 2025 school year, we will increase our reading proficiency by three percentage points, from 45.5% to 48.5%.

By the end of the 2024 - 2025 school year, we will increase our math proficiency by three percentage points, from 51.4% - 54.4%.

By the end of the 2024 - 2025 school year, we will increase our science proficiency by three percentage points, from 68.4% to 71.3%.

By the end of the 2024 - 2025 school year, we will work to decrease the 2023 - 2024 percentage of students who were chronically absent by 5% points (from tier 2 and 3) from 23% to 18%.

By the end of the 2024 - 2025 school year, we will work to decrease the 2023 - 2024 number of lost instructional days due to In-School Suspensions and Out of School-Suspensions by 10%, moving from 42.36 days (34.52 out of school and 7.84 in school) to 38.12 days. (based upon Educator's Handbook)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
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>		The leadership team consists of school staff as well as parent representatives. Staff members represent each grade level and various departments including admin.	Limited Development 08/02/2022		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		The leadership team will meet monthly as a large group and intermittently in smaller committees throughout each month. The Process Manager/SIT Chair will work with the Secretary to input agenda and minute items into Indistar and communicate with the team and with the staff as a whole. All agenda and minutes documents will be accessible to the public via the school website. This goal will be reassessed for the 2025 - 2026 school year.	Objective Met 02/09/23	Lindsay Traumuller	06/09/2026
Actions					
	2/9/23	The SIT team will appoint a Chairperson who will lead meetings and act as Process Manager to assist the Secretary with inputting agenda and minutes into Indistar and communicate meeting documents with the school staff and families.	Complete 06/09/2026	Lindsay Traumuller	06/09/2026
<i>Notes:</i> This goal will be readdressed in the 2025 - 2026 school year.					
Implementation:			02/09/2023		
Evidence		08/22/2022 The Chairperson and Secretary have devised a system for entering information and communicating with the school community.			
Experience		08/22/2022 A Chairperson has been appointed and works with the Secretary to record meeting information in Indistar and send out to the school community.			
Sustainability		08/22/2022 The Chairperson will run SIT meetings, provide the agenda and minutes in a timely manner before and after meetings, and will add minutes from both large group meetings and smaller committee meetings to the Indistar system to document the work done at the school.			

	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:			The teachers and staff at Morehead Elementary have a schedule that is designed for teacher planning time and support from leadership and curriculum instructional staff.	Limited Development 08/02/2022		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Although this is not a priority indicator, we have systems in place so that this objective can fully be met. This goal will be reassessed in the 2025 - 2026 school year.		Lindsay Traumuller	06/09/2026
Actions				0 of 1 (0%)		
	10/14/22		The schedule is designed for teachers to have daily planning, weekly extended planning, and collaboratively planning at least weekly.		Lindsay Traumuller	06/09/2026
<i>Notes:</i> This will be reassessed in 2025 - 2026 school year.						
Implementation:				10/07/2024		
	Evidence	10/14/2022	The planned schedule is followed.			
	Experience	10/14/2022	Teachers follow the schedule so that they are afforded appropriate planning time.			
	Sustainability	10/14/2022	The schedule is upheld daily to allow teachers effective planning time.			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		The principal has developed a weekly walk through schedule to support timely feedback. She has also created an automatically generated PDF version of feedback that will be emailed to teachers upon the exit of the room and walk through. This directly corresponds to FAM-S indicator #10 Building Capacity/Implementation Infrastructure.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		Teachers, administration, and curriculum supports will have all systems up and running to feel supported with areas of strengths and weaknesses to best support student growth and learning. Teachers will receive training on the tiers of support for all students and fidelity of the interventions taking and data is expected to be brought to biweekly PLC meetings.		Clifford Meeks	06/09/2026
Actions			1 of 2 (50%)		
10/7/24	A training, whole staff will need to take place to ensure that all staff have an understanding of the standard treatment protocols and needs of students.		Complete 10/08/2024	Anna Martinek-Jenne and Marissa Sams	11/05/2024
	<i>Notes:</i> If further training is necessary, will be held on either small group or individual basis for more support.				
10/7/24	2 times a month, data discussions for all students are being held at PLC meetings.			Clifford Meeks	06/09/2025
	<i>Notes:</i>				

	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>			This goal will be further assessed in the school year 2025 -2026.	Limited Development 10/07/2024		
<i>How it will look when fully met:</i>			This goal will be further assessed in the school year 2025 -2026.		Lindsay Traumuller	06/09/2026
Actions				0 of 1 (0%)		
10/25/24	We will use 24 - 25 Title One monies to purchase supplies that teachers need in their classrooms and that parents will use as supports for continuing learning at home. We will purchase items like chargers for iPads, curriculum supports for CKLA and Eureka programs (ie. magnetic letter and boards for phonics and phoneme acquisition) . Parent supports will be in the form of books to be grade level appropriate and to be read at home. We will host a parent literacy night where the books purchased will be given to the parents with supports to foster reading and comprehension at home.			Lindsay Traumuller	06/09/2025	
<i>Notes:</i> Monies will be spent according to the SBLT team's decision and approval.						

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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 rarely have staffing issues or turn over at Morehead Elementary. Our Teacher Working Conditions Survey has improved within the last two years. We have monthly staff meetings and rewards to celebrate staff.	Limited Development 08/02/2022		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		Our school has a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff monitored by the administration team.	Objective Met 12/05/22	Lindsay Traumuller	06/09/2024
Actions					
	10/14/22	Admin will quickly respond to all hiring inquiries and set up a system for welcoming new staff. All staff members know the processes for new teachers.	Complete 08/02/2022	Lindsay Traumuller	08/02/2022
<i>Notes:</i>					
	10/21/22	Teacher Salary will be paid out of Title One funding to reduce class sizes and improve teacher working conditions.	Complete 08/02/2022	Lindsay Traumuller	08/02/2022
<i>Notes:</i> Hopefully, we will continue to have funding for this position.					
	12/5/22	A team will be formed to conduct interviews for Morehead's Assistant Principal position replacement.	Complete 12/04/2022	Lindsay Traumuller	12/04/2022
<i>Notes:</i> Traumuller has formed a team to interview and consider candidates that the county has provided to potentially serve as Morehead's Assistant Principal.					
Implementation:			12/05/2022		
<i>Evidence</i>		10/14/2022 Teachers are remaining at Morehead for longevity. Staff morale is high. Teacher Working Conditions Survey has improved since the previous survey was completed.			

Experience	10/14/2022 Admin has responded to hiring inquiries and new staff has been welcomed appropriately. 12/4/22 A team was assembled to interview candidates for the AP position			
Sustainability	10/14/2022 Administration will continue to hire highly qualified teachers and work to keep teachers at Morehead from year to year. Admin treats teachers with equity and upholds high professional expectations. 12/4/22 The school staff will work together to ensure the newly hired AP will have a smooth transition.			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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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
Initial Assessment:		Data is looked and and valued in this school. We are currently working on using Data points to further the interventions and areas of support that students need to grow.	Limited Development 08/02/2022		
How it will look when fully met:		Although this is not a priority indicator, data is regularly viewed and assessed at our school so that informed decisions can be made.		Lindsay Traumuller	06/09/2025
Actions			1 of 5 (20%)		
	10/21/22	TITLE ONE funding will be used to update the media center collection to better represent our student body and therefore encouraging a love for reading and academic achievement.	Complete 12/06/2022	Amanda Garner	11/30/2022
	<i>Notes:</i>	title One funds were spent to update the media center with books and materials that are most relevant to our population of students.			
	10/14/22	Data will be observed and valued in this school to provide information for interventions for the various facets of school (instructional, social emotional, behavior, and attendance).		Anelba Ostiana	06/09/2025
	<i>Notes:</i>	The team will report on all of the listed facets. Mr. Meeks can report on instructional, Ms. Ostiana can report on the attendance and social emotional data, and work with Mrs. Akins who is in charge of our PBIS initiative this year for data revolving around our four pillars of PBIS structure.			

10/7/24	Mr. Meeks, the curriculum facilitator, will work with outside coaches to conduct walk through visits and PLC meetings to specifically address areas of need for students and the supports that the teachers need in order to reach our school goals.		Clifford Meeks	06/09/2025
<i>Notes:</i> This will consist of the visits with district personel and outside coaches for both Eureka and CKLA.				
10/7/24	Check the data of the discipline across subgroups for any trends. This data will be presented at monthly leadership and staff meetings.		Doug Foutty	06/09/2025
<i>Notes:</i> Mr. Foutty will use Educator's Handbook to pull and discipline data to present to staff and suggest that we have further trainings with teachers to better support our teachers in the classroom.				
10/25/24	24 - 25 Title One Funding will be used to employ a teacher who is in charge of instructional supports and scheduling of all students who need supports through MTSS.		Anna Martinek-Jenne	06/09/2025
<i>Notes:</i> She will give update to status 4 times a year at leadership meetings.				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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>		With the trainings and resources provided by GCS, our school has implemented MTSS structures throughout the school. We have built in a scheduled enrichment/intervention time in our whole school schedule as well as have a calendared set up for progress monitoring for both tier II and III (supplemental and intensive) interventions. This is directly aligned to FAM-S item 31, Multiple Tiers of Instruction and Intervention Model.	Limited Development 08/02/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All students who fall within the 20th percentile of our school will get access to interventions tailored to their needs. Progress monitoring will be recorded in both teacher calendars as well as within the program designed to house the data. School wide classes on social emotional well being will be implemented throughout the school year by both the counselor and social worker, but also classroom and specialty teachers with the designated SEL times.		AnJanette Hunt	06/09/2025
<i>Actions</i>			3 of 5 (60%)		
8/2/22	Work with school psychologist to look at the data from the universal screener (NWEA) given in the Fall to create groups of students to begin our interventions.	Complete 10/19/2022	Candace Brantley	10/05/2022	
<i>Notes:</i> This data will be monitored by teachers as well, but due to licensure issues with interventions prescribed by the county, we will only be taking a certain number per grade level.					
11/1/22	All non-classroom personal will participate in MTSS interventions for all grade levels.	Complete 11/01/2022	Melissa Wilson	11/01/2022	

Notes: Begin interventions on 11/01
 Math interventions on Monday and Wednesday
 Link for Math STP (it will also ALWAYS be in the Shooting Star)
 Reading interventions on Tuesday and Thursday
 Link for Reading STP (It also lives in the Shooting Star)
 Document your intervention, attendance, and any pertinent notes using the forms provided during PLCs
 Starting the week of 11/07 through May 2023

Continue interventions
 Math interventions on Monday and Wednesday
 Reading interventions on Tuesday and Thursday
 Progress monitoring begins this week and will continue EVERY FRIDAY through May

Push-ins / Support
 -Most grade levels will have staff assigned to support students during the MTSS block (8:15 – 8:45 Monday through Thursday)
 -Grade-level support has been allocated based on school-wide data and the needs of the cohort
 -The grade level/teacher is responsible for providing support staff with materials and/or their task during this time. Examples include:
 Pull out groups, Supervision of other students while the teacher works with a small group, Working in the room with a group of students.

8/2/22	Create digital calendar to remind teachers of progress monitoring dates.	Complete 10/31/2022	Melissa Wilson	11/04/2022
<i>Notes:</i>				
10/7/24	School social worker and the school counselor are providing supports within the classrooms to all students on better understanding the social and emotional needs of self and others.		Anelba Ostiana Ramos and Destiny Haskins	06/09/2025
<i>Notes:</i> Updates to be given to Ms. AnJanette Hunt from reports of classes and areas of need for the push in supports.				
10/7/24	School counselor and School Social Worker will set up a network for individuals or group supports by setting up groups and having an active website with student and family resources and needs.		Lindsay Traumuller	06/09/2025
<i>Notes:</i> Mrs. Traumuller will report on meetings with Mrs. Ostiana and Ms. Haskins as to the well-fare of our students and families.				
Implementation:		10/07/2024		
Evidence	11/1/2022 Teams of teachers have been assigned to push-in with specific grade levels to serve students in identified groups.			

Experience	11/1/2022 Students are being served at their level with the help of classroom teachers and non-classroom personnel in small groups based upon performance data.			
Sustainability	11/1/2022 Interventions will be held daily across the school so that these students' needs will continue to be met.			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
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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
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Initial Assessment:	We have revisited the PBIS implementation at the beginning of last school year (2021 - 2022), and will revisit this year with other guidelines for student rewards put into place for the 2022 - 2023 school year. We are moving to a school wide Class Dojo implementation in order to get all positive student behaviors charted and recorded as well as communicated to parents.		Limited Development 07/12/2022		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Our school will have a clear system of student recognition for positive actions. Students and parents have a clear understanding of the expectations for behavior and a variety of rewards are given to students who meet those expectations. Student, classroom, and school goals will be set each nine weeks with the expectation of data sharing with individuals, classes, and whole school.		Objective Met 04/01/23	Bridget VanderVeen	06/09/2023
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Actions					
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8/2/22	We will implement Class Dojo whole school to better communicate with parents as well as to celebrate student positive successes. The Morehead Creed of STAR (S-Show Integrity, T-Try my Best, A-Act Responsibly, R-Respond with Kindness) will guide all of the behavior (both positive and negative).	Complete 09/01/2022	Bridget VanderVeen	09/01/2022	
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<i>Notes:</i>					
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8/2/22	Principal will share data from student behaviors on the morning announcements weekly.	Complete 10/01/2022	Lindsay Traumuller	10/01/2022	
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<i>Notes:</i>					
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12/6/22	VanderVeen will meet in PLCs with grade levels to discuss what to do for 2Q celebrations.	Complete 03/31/2023	Bridget VanderVeen	12/14/2022	
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<i>Notes:</i>						
8/2/22	Will have goals based upon student, classroom, and school data gathered written for each grade level to celebrate with the PBIS School Store.			Complete 03/31/2023	Amy Lovett and Susan Wiles	12/31/2022
<i>Notes:</i> This will reoccur every grading period.						
Implementation:			04/01/2023			
Evidence	4/1/2023 we have successfully carried out each action.					
Experience	4/1/2023 Ms. VanderVeen has communicated ways to incorporate both the reward and intervention strategies with teachers at the end of each quarter.					
Sustainability	4/1/2023 Ms. VanderVeen will continue to assist teachers with fulfilling their reward and intervention activities for each quarter. She is an advocate for PBIS.					
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		Implementation Status	Assigned To	Target Date
Initial Assessment:		We are using all materials as well as the "non-negotiables" provided by Guilford County Schools.		Limited Development 08/02/2022		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Although this is not an area of focus this year, our school is continually using PLC meetings to ensure standards-aligned instruction is happening in our classrooms.			Lindsay Traumuller	06/09/2025
Actions				2 of 3 (67%)		
10/14/22	Grade level PLCs and extended planning times allow for teachers to plan according to GCS non-negotiables. This will be reassess in 2025 - 2026 school year.			Complete 06/09/2026	Clifford Meeks	08/02/2022
<i>Notes:</i>						
10/21/22	TITLE ONE funding will be used to compensate lead teachers for extra work from PLC meetings and Leadership meetings.			Complete 06/09/2026	Lindsay Traumuller	08/02/2022
<i>Notes:</i> If monies are successfully spent, we will use this funding again next year.						
10/7/24	Continue to utilize the GCS Non-Negotiables to ensure that we are allotting adequate time for instructional and county wide initiatives.				Lindsay Traumuller	06/09/2025

Notes: Mrs. Traumuller will report and adjust schedules. This aligns to FAM-S #31 Multiple Tiers of Instruction and Intervention Model

Implementation:		10/21/2022		
Evidence	10/14/2022 PLCs and extended planning sessions happen on a weekly basis.			
Experience	10/14/2022 Classroom teachers meet in PLCs and during extended planning times to plan units according to the GCS non-negotiables and units designed from GCS.			
Sustainability	10/14/2022 These meetings and planning sessions will continue to happen weekly.			

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
<i>Initial Assessment:</i>		Teachers meet with grade levels to discuss student needs. They also divide students into classes for the next year placements based upon several factors and demographics. Fifth grade and counselors meet with middle schools. Title One funding will be used to support this goal with expenditures to Instructional Supplies.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.	Objective Met 10/07/24	Lindsay Traumuller	06/09/2024
Actions					
	10/14/22	Classroom teachers meet before the school's start to place students in classes, taking into account information from the prior grade level's teachers to place students accordingly into their new classes.	Complete 08/02/2022	Lindsay Traumuller	08/02/2022
<i>Notes:</i>					
	10/14/22	Fifth grade teachers will meet with school counselors and middle schools toward the end of the year to help students be placed into correct middle school classes.	Complete 03/07/2023	Lindsay Traumuller	06/09/2023
<i>Notes:</i>					
	10/26/23	Title One Monies will be spent this year on supplies to enhance the learning and instructional practices to better prepare students for the next grade level.	Complete 01/04/2024	Lindsay Traumuller	06/30/2024
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
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>		We have created a morning meeting/SEL time frame in our whole school schedule. All staff members are expected to participate and help support this time.	Limited Development 08/02/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Daily SEL lessons will be implemented by the classroom teacher in the scheduled time frame as well as weekly classes by the social worker as well as the counselor.	Objective Met 10/14/22	Christiana Sevits	06/09/2023
Actions					
	8/2/22	Monthly themes will be emailed out to the staff from the social worker.	Complete 09/01/2022	Samantha Zawistowski	09/01/2022
		<i>Notes:</i> These SEL themes or characters will be emailed out by the social worker and will be the center of the school wide theme.			
	8/2/22	Morning Meetings will be held in classrooms to establish a more comfortable, family like time to share personal and social aspects of student lives.	Complete 09/02/2022	Melissa Wilson	09/02/2022
		<i>Notes:</i> This will be monitored by administration in the morning and periodic walk throughs.			
Implementation:			10/14/2022		
	<i>Evidence</i>	10/14/2022 Ms. Z posts SEL themes on ClassDojo for class stories. Classes are having morning meetings.			
	<i>Experience</i>	10/14/2022 Classroom teachers are conducting daily Morning Meetings with their classes. Ms. Z is emailing regularly the teachers the SEL themes.			
	<i>Sustainability</i>	10/14/2022 Classroom teachers will continue to have morning meetings. Ms. Z will continue to implement SEL practices with the staff.			

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
<i>Initial Assessment:</i>		We conduct weekly Connect Ed messages that are also translated into multiple languages as well as posted to various media outlets and our school website.	Limited Development 08/02/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Morehead will communicate regularly in a variety of methods so that all school community members are fully updated.		Lindsay Traumuller	06/09/2025
<i>Actions</i>			6 of 9 (67%)		
	10/14/22	Twice weekly, connectEd messages are sent out to all parents/guardians and staff members via phone and email.	Complete 08/31/2022	Lindsay Traumuller	08/02/2022
<i>Notes:</i>					
	10/21/22	TITLE ONE funding will be used to hire an interpreter to further reach our teachers.	Complete 08/02/2022	Lindsay Traumuller	08/02/2022
<i>Notes:</i>		If funding continues - we will fund this position again next year.			
	10/14/22	Teachers will use ClassDojo to communicate with families regarding student conduct.	Complete 08/31/2022	Bridget VanderVeen	08/22/2022
<i>Notes:</i>					
	10/21/22	Title One Funding will be spent on events such as Curriculum Night, Literacy Night, Math Night, in order to engage parents with the curriculum at school.	Complete 12/06/2022	Felicia Bowser	11/30/2022
<i>Notes:</i>		12/6/22 It was reported that Title One funding was spent on materials for opening Curriculum night as well as math and literacy night that is scheduled for later in the year. Positive feedback from parents regarding curriculum night at skate night.			
	12/6/22	PTA is looking at upgrading the school sign with new options.	Complete 03/29/2023	Jenny Braswell	02/28/2023
<i>Notes:</i>		SIT members, staff members should share opinions with the PTA president so that the PTA can come up with a solution.			

2/8/23	Title One Funds for the 23-24 school year will be appropriated according to the way the team votes. The resulting findings will be proposed at the Title One Budget Meeting by Ms. Traumuller who will then report back to the team in the case that any changes should be made.	Complete 06/30/2024	Lindsay Traumuller	02/28/2023
<i>Notes:</i>				
10/25/24	24-25 Title One monies are used to employ an interpreter for our parents to get information quickly and within their own language.		Milagro Ascencio	06/09/2025
<i>Notes:</i> Mille works here .50 of the time and is split with another school. She has a cell phone via the district in order to regularly communicate.				
6/6/23	Review and revise the Title One Compact and Family Engagement documents for the upcoming school year.		Lindsay Traumuller	06/12/2025
<i>Notes:</i> Team will review and revise the documents that will be turned in to GCS and then distributed to families.				
10/26/23	Title One Monies will be spent to purchase stamps for mailings regarding student progress and grades.		Lindsay Traumuller	06/30/2025
<i>Notes:</i>				
Implementation:		04/01/2023		
Evidence	10/14/2022 Families are regularly communicated with.			
Experience	10/14/2022 Admin, classroom teachers, specialists teachers, and support staff all use ClassDojo to communicate with families. Admin sends ConnectEd messages twice weekly to all families and staff.			
Sustainability	10/14/2022 All procedures will remain in place for the entirety of the school year.			