

Comprehensive Progress Report

Mission: Sedalia students will graduate as responsible citizens prepared to succeed in higher education and in the career of their choice.

Vision: Together we grow!

Goals:

By June 2026, Sedalia Elementary School will increase overall Performance Composite from 52.7% to a minimum of 55.7%.

By June 2026, the reading proficiency level of students in grades 3-5 within the subgroup of students with disabilities will raise from 19.4% to 21%.

By June 2026, we will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2026, Sedalia Elementary will decrease the percentage of students in chronic absenteeism from 18.5% to 15.5% and continue to identify students and families in need and provide support where appropriate.

By June 2026, the school-based leadership team will actively engage in ongoing professional development and coaching to strengthen their capacity to support MTSS implementation. (FAM-S #4)



! = 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 the principal, assistant principal, curriculum facilitators, EC teacher, AG teacher, teacher assistants, student services staff, teachers representing various grade levels in the school. We meet once a month to discuss School Improvement Goals and action steps along the way as it relates to improving the overall school. The administrative team which includes principal, assistant principal, curriculum facilitators, and other staff as needed meet weekly to discuss SIP goals and outlined actions steps.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary will exit TSI status when the leadership team consists of representatives of each group of stakeholders. The team meets twice a month to celebrate successes and discuss areas for school growth. All members participate fully, are engaged and dedicated to student success.		Kimberly Adame	06/30/2026
Actions			7 of 9 (78%)		
10/11/24	School principal, assistant principal, curriculum facilitators, and school counselor meet weekly to discuss school-wide initiatives that impact student academics and behavior.	Complete 10/15/2024	Yvonne Eason	10/30/2024	
<i>Notes:</i>					
10/17/24	PTA meetings held monthly and a teacher representative is present and and the PTA president serves on the SBLT.	Complete 10/15/2024	Yvonne Eason	10/30/2024	
<i>Notes:</i>					
9/17/21	Weekly admin team meetings consisting of principal, assistant principal, and both curriculum facilitators occur with agendas that support overall school growth.	Complete 10/01/2024	Kimberly Adame	12/30/2024	
<i>Notes:</i>					
10/17/24	Instructional Leadership Team meets monthly to review school-wide instruction and provide ideas regarding professional development offered.	Complete 10/01/2024	Laura Clegg	12/30/2024	
<i>Notes:</i>					

9/1/22	The School Based Leadership Team (SBLT) supports school-wide MTSS implementation and includes 5 to 7 members, has cross disciplinary representation.	Complete 10/15/2024	Yvonne Eason	12/31/2024
<i>Notes:</i>				
11/26/24	The following teams are functioning and meet monthly. Attendance team, School Culture & Climate, SISP Team. We also have a core attendance team that meets every week.	Complete 03/03/2025	Kimberly Adame	03/12/2025
<i>Notes:</i>				
11/26/24	School teams/committees collaborate and work together to share ideas and effective practices during school based leadership team meetings.	Complete 03/03/2025	Megan Peele	03/15/2025
<i>Notes:</i>				
9/26/25	The School Based Leadership Team (SBLT) discusses and plans school-wide MTSS support/resources and is responsible for facilitating MTSS implementation.		Megan Peele	03/30/2026
<i>Notes:</i>				
10/11/24	Instructional Leadership team meet monthly and as needed to develop and implement effective instructional practices and professional learning opportunities needed for staff.		Laura Clegg	05/30/2026
<i>Notes:</i>				

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, assistant principal, and curriculum facilitators monitor curriculum and classroom instruction regularly by visiting all classrooms daily. The principal also attends the weekly PLC and MTSS meetings with the classroom teachers. The principal works closely with curriculum facilitators to gain their insight regarding curriculum and instruction. Together, they provide constructive feedback to teachers through notes and school administrators provide feedback through the teacher evaluation system.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary will exit TSI status because the principal is actively involved throughout the school, walking through every classroom. She observes classrooms formally and informally with a frequency that allows her insight on instructional delivery. The principal provides feedback that encourages and grows teachers so they can support students.		Yvonne Eason	06/30/2026
Actions			1 of 7 (14%)		
	10/24/24	Created a walk through form that aligns with GCS Instructional Indicators and Refinement Tool to use during walk throughs.	Complete 10/25/2024	Megan Peele	10/31/2024
<i>Notes:</i>					
	9/17/21	Admin team is actively involved throughout the school, walking through every classroom, daily. Formal and informal classroom observations are discussed with individual teachers to celebrate success and make a plan for continued growth. Admin team meets weekly to identify patterns in observations to determine next steps		Kimberly Adame	05/30/2026
<i>Notes:</i>					
	10/11/24	Principals conduct classroom walk throughs and provides timely feedback to teachers.		Yvonne Eason	05/30/2026
<i>Notes:</i>					
	10/11/24	Principals review classroom walk through data submitted by curriculum facilitators and follow up with curriculum facilitators as needed.		Yvonne Eason	05/30/2026
<i>Notes:</i>					

10/11/24	Principals review student data from mid-term and long-term assessments and provide instructional guidance.		Yvonne Eason	05/30/2026	
<i>Notes:</i>					
10/11/24	Principal identifies instructional strategies and practices to differentiate professional learning opportunities for teachers.		Yvonne Eason	05/30/2026	
<i>Notes:</i>					
10/24/24	Curriculum Facilitators coach teachers and conduct walk throughs collecting school-wide trending data and specific data to support teacher's instructional growth and provides daily, weekly, or as needed updates to principal.		Laura Clegg	05/30/2026	
<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
Initial Assessment:		School funds are allocated to human resources and resources that positively impact student achievement. Each grade level receives a specific amount per student to support instructional needs. In addition, time has been aligned to support all beginning teachers and teachers with experience in order to provide appropriate training to address Sedalia's instructional priorities.	Limited Development 06/21/2024		
How it will look when fully met:		Sedalia Elementary will exit TSI status when the school aligns money, time, and human resources within each school's instructional priorities.		Yvonne Eason	06/30/2026
Actions			3 of 13 (23%)		
6/21/24	Teachers increased instructional planning time.		Complete 09/30/2024	Yvonne Eason	09/30/2024
<i>Notes:</i>					
10/11/24	Establish and implement data dive days for all grade level teachers to plan and implement strategies for instructional improvement		Complete 01/07/2025	Laura Clegg	01/30/2025
<i>Notes:</i>					
10/11/24	Identify and request instructional resources (Study Island and other classroom manipulatives) in which PTA can provide funding to support.		Complete 12/09/2025	Yvonne Eason	01/30/2025
<i>Notes:</i>					

10/11/24	Identify specialist teachers to provide high dosage tutoring for students in grade 4 & 5 during the school day		Tracy Trammell	01/30/2026
<i>Notes:</i>				
10/11/24	Establish and implement vertical planning time for teachers		Megan Peele	01/30/2026
<i>Notes:</i>				
10/11/24	Curriculum Facilitators trained in joyful learning resources provided by GCS Curriculum & Instruction to increase best practices for coaching teachers.		Kimberly Adame	03/30/2026
<i>Notes:</i>				
6/21/24	Experienced teachers who need additional support based on data collected engaged in opportunities to walk through classrooms in which teachers provide examples of best practices.		Laura Clegg	03/30/2026
<i>Notes:</i>				
6/21/24	We provide all beginning teachers an opportunity to walk through classrooms in which teachers provide examples of best practices to strengthen instructional practices and engage beginning teachers intentionally reflect in order to strengthen their core instruction.		Megan Peele	05/30/2026
<i>Notes:</i>				
10/2/25	Identify specific supplies and materials needed to support students in reading and math.		Laura Clegg	05/30/2026
<i>Notes:</i> Title I funds are used for supplies and materials.				
10/11/24	Identify teachers to provide tutoring for students in grade 3-5 during after school hours starting February 2026.		Laura Clegg	05/30/2026
<i>Notes:</i> Title 1 Funds are allocated to support additional after school tutoring.				
10/11/24	Increase volunteer support within the school.		Yvonne Eason	06/13/2026
<i>Notes:</i>				
10/11/24	Identify teacher leaders who will coach other teachers for instructional improvements and receive a stipend.		Yvonne Eason	06/30/2026
<i>Notes:</i> Title 1 funds will be allocated when this action occurs				

6/21/24	Within 2021-22 school year there was an inequity of an additional curriculum facilitator as a resource. Therefore, an additional Curriculum Facilitator was hired this school year through Title 1 Funds to address and support instruction due to the increase of student enrollment during the 2022-2023 school year and was identified through the Resource Allocation Self-Assessment. This position leads curriculum support for teachers and provides small group instruction for students. One CF focuses on K-2 while the other with 3-5.		Yvonne Eason	06/30/2026
<i>Notes:</i> .3 Title 1 funds are used for a teacher position. .7 Title I funds are used for lead teacher position				

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>		Sedalia established equitable hiring practices in which interview questions are aligned to school's vision and need, an interview team is established for specific positions needed to be filled. We are increasing our recruitment process, rewarding teachers, and established a school environment in which retains staff.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary School will TSI status as the school continually seeks and recruits staff to enhance instruction. All staff is engaged in a growth mindset and are provided health and wellness supports throughout the school year. Teachers seek new learning opportunities to grow themselves as educators. The school provides quality professional development, rewards staff throughout the school year, and retains the best teachers.		Kimberly Adame	06/30/2026
Actions			6 of 10 (60%)		
9/17/21		Grade level representatives or other pertinent staff serve on the interview panel when hiring new employees	Complete 08/01/2024	Kimberly Adame	08/01/2024
<i>Notes:</i>					
10/24/24		Provide personalized professional learning sessions for staff based on school-wide trends and their specific need/interest.	Complete 08/01/2024	Laura Clegg	08/01/2024
<i>Notes:</i>					
10/24/24		Create quarterly encouraging school-wide staff activities to promote community and connection of staff.	Complete 10/25/2024	Kimberly Adame	10/30/2024

<i>Notes:</i>				
10/24/24	Provide quarterly health and wellness sessions for staff.	Complete 10/25/2024	Megan Peele	10/31/2024
<i>Notes:</i>				
10/11/24	Principal and assistant principal provide timely specific feedback to teachers based on their evaluations.	Complete 10/17/2024	Yvonne Eason	10/31/2024
<i>Notes:</i>				
10/19/22	Title 1 was used to purchase an additional curriculum facilitator to help with school-wide instruction.	Complete 06/10/2024	Yvonne Eason	06/23/2025
<i>Notes:</i> \$105,643.12 of Title 1 funds were spent for the additional curriculum facilitator.				
10/11/24	One-on-one meetings occur with teachers to discuss professional goal setting and resources are provided to support their growth.		Yvonne Eason	03/30/2026
<i>Notes:</i>				
10/11/24	Teacher assistants are provided additional training opportunities to grow their leadership in teaching.		Kayla Cole	06/13/2026
<i>Notes:</i>				
10/11/24	Provide financial incentives for teacher leaders who support with coaching other teachers.		Yvonne Eason	06/30/2026
<i>Notes:</i>				
10/11/24	Establish a partnership with local colleges and universities and their teacher educator preparation programs.		Kendall Leftwich	07/30/2026
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>		School data is discussed during admin meetings, staff and leadership meetings. The data is also discussed during weekly MTSS grade level PLCs.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary will exit TSI status because the school uses data to determine best practices for students. Data includes all information that impacts student performance, such as attendance and behavior, in addition to academic performance. Data is used to inform all school decisions.		Laura Clegg	06/30/2026
Actions			8 of 12 (67%)		
9/18/21	Grade level teams will meet with the curriculum facilitator, data coach, and admin in PLCs to discuss Core instruction.	Complete 06/10/2024	Megan Peele	06/30/2023	
<i>Notes:</i> Grade levels met on a regular scheduled basis for PLCs. We will continue the same practice for 22-23 school year.					
9/20/21	The principal will join ASCD and other educational organizations.	Complete 06/10/2024	Yvonne Eason	06/22/2024	
<i>Notes:</i>					
10/11/24	Review classroom walk through data and differentiate professional learning opportunities.	Complete 05/29/2025	Kimberly Adame	06/13/2025	
<i>Notes:</i>					
10/11/24	K-2 Grade Level teams meet with principal, assistant principal, and CF to review student data and core instruction.	Complete 05/29/2025	Megan Peele	06/13/2025	
<i>Notes:</i>					
10/11/24	3-5 Grade Level teams meet with principal, assistant principal, and CF to review student data and core instruction.	Complete 05/29/2025	Laura Clegg	06/13/2025	
<i>Notes:</i>					
9/20/21	Staff development will focus on PLC 's instructional delivery.	Complete 06/10/2024	Megan Peele	06/22/2025	

	<i>Notes:</i> Staff development will be aligned/focused			
9/17/21	Data will be collected using a variety of assessments.	Complete 06/10/2024	Laura Clegg	06/30/2025
	<i>Notes:</i> Staff followed all the assessment practices and guidelines of GCS and NC. Staff will continue to collect data during the 22-23 school year in the same manner. Per FAM-S, item #41, we will identify data sources and monitored for consistency, accuracy and timeliness. The validity of our school data is dependent on the accuracy of our collection process.			
9/18/21	Agendas are set based on current status, projected goals, and a systematic plan to reach goals.	Complete 06/29/2022	Yvonne Eason	06/30/2025
	<i>Notes:</i> Agendas will still be sent weekly and will continue for the upcoming school year 2024-25. Admin and teams present agendas for every meeting held that are on the school calendar.			
10/11/24	Review student data and differentiate small group instruction to address student needs.		Laura Clegg	05/30/2026
	<i>Notes:</i>			
10/11/24	Principal, assistant principal, and CFs regularly review professional learning opportunities provided by GCS, PTEC, TEAACH, and other educational organizations.		Yvonne Eason	09/13/2026
	<i>Notes:</i>			
10/24/24	Teachers implement small group teaching within whole group sessions as needed to differentiate instruction to support all students.		Yvonne Eason	09/13/2026
	<i>Notes:</i>			
10/24/24	LETRS training for all licensed teachers.		Laura Clegg	09/13/2027
	<i>Notes:</i>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		Teachers will follow ROAR (Respect, Ownership, Awareness, and Responsibility) school wide expectations. All classrooms, including Specialist classes, will use Class DoJo as a means to communicate with families and provide feedback on behavior.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary School will exit TSI status and all teachers implement positive effective classroom management. Students are engaged in joyful learning with no interruptions.		Kayla Cole	06/30/2026
<i>Actions</i>			3 of 9 (33%)		
	10/12/21	Students receive incentives and rewards for behavior and academic success.	Complete 03/01/2025	Kimberly Adame	06/10/2025
	<i>Notes:</i> Title 1 funds will be used for celebrations and special student recognitions, attendance, and quarterly school-wide award ceremonies. Classroom teachers acknowledged academic success each quarter.				
	10/11/24	Morning Meetings are added to the master schedule and lessons are provided for teachers to select based on classroom needs.	Complete 09/10/2024	Megan Peele	06/13/2025
	<i>Notes:</i>				
	11/26/24	Use Harmony SEL lessons to proactively teach students appropriate behaviors and and SEL skills to support them.		Kimberly Adame	12/30/2025
	<i>Notes:</i>				
	11/26/24	Teachers complete positive office referrals for students who exhibit appropriate behaviors so they are celebrated.		Yvonne Eason	12/30/2025
	<i>Notes:</i>				
	10/24/24	Staff receive training in Restorative Practices Part II and other diversity, equity, and inclusion trainings to support classroom management.		Yvonne Eason	05/30/2026
	<i>Notes:</i>				
	10/11/24	All teachers receive training on how to implement Restorative Practices.		Kimberly Adame	05/30/2026
	<i>Notes:</i>				
	6/23/22	Classroom teachers and Specialists will use Class Dojo and pursue at least 80% family participation.	Complete 03/03/2025	Ashley Gerrald	06/10/2026

<i>Notes:</i>				
9/17/21	All classrooms, including Specialist classes, will use Class DoJo as a means to communicate with families and provide feedback on behavior.		Ashley Gerrald	09/10/2026
<i>Notes:</i> All classrooms and specialist classes use Class Dojo.				
10/11/24	Embed core behavior and skills practice for students within content instruction.		Kimberly Adame	09/13/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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>		Added morning meetings to the master schedule to address core support to address student emotions and to provide proactive solutions. Grade levels meet weekly to discuss tier 2 interventions. The IPS team meets monthly (or as needed) to review student data and protocols. A 45-minute RIME block was included in the master schedule.	Limited Development 09/17/2021		
How it will look when fully met:		Sedalia Elementary School will exit TSI status and successfully implement MTSS student academic and behavioral development. Students receive instruction in all three tiers that are aligned and supportive for success. Tiered support is cumulative. Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading-based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be "in need of intervention" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responder to supplemental interventions, they will receive intensive interventions as well.		Hillary Rimel	06/10/2026
Actions			6 of 13 (46%)		
10/24/24	Morning meeting time added into the master schedule.		Complete 08/15/2024	Megan Peele	08/01/2024
<i>Notes:</i>					

9/17/21	The IPS team meets monthly to review student data and protocols.	Complete 01/20/2025	Megan Peele	06/10/2025
<i>Notes:</i>				
9/18/21	Teachers utilize the opportunity for self-care as part of the SEL component for adult SEL. Teachers have the opportunity to play games with each other after instructional day is over in order to focus on team building.	Complete 02/10/2025	Yvonne Eason	06/10/2025
<i>Notes:</i>				
6/2/22	Attendance Committee meets to review data, identify students at risk, and follow the Attendance Works guidelines from GCS. We identify best practices to recognize students based on attendance data and create plans to address students who are chronically absent.	Complete 01/14/2025	Kimberly Adame	06/10/2025
<i>Notes:</i>				
10/11/24	Incorporate SEL techniques during all professional learning sessions.	Complete 01/27/2025	Yvonne Eason	06/13/2025
<i>Notes:</i>				
10/11/24	Establish and implement a "check-in, check-out" process for students with academic and behavior needs.	Complete 03/03/2025	Megan Peele	06/13/2025
<i>Notes:</i>				
10/11/24	Teachers review instructional standards and conduct a crosswalk to highlight areas to specifically teach SEL competencies.		Kayla Cole	12/30/2025
<i>Notes:</i>				
10/11/24	Teachers use restorative circles to address students' emotional state and teach appropriate behaviors.		Kayla Cole	12/30/2025
<i>Notes:</i>				
10/11/24	Teachers engage in Part II of Restorative Practices professional learning session.		Dennice Robertson	12/30/2025
<i>Notes:</i>				
9/17/21	Classroom teachers address the impact of lost instructional time, respond to students' social, emotional, and academic needs, and support the implementation of evidence-based SEL competencies into their lessons.		Akiah Fuller	06/10/2026
<i>Notes:</i>				

10/12/21	The school created multiple outdoor seating areas for staff and students for self-care and space for self-regulation.		Stephanie Martens	06/30/2026
<i>Notes:</i>				
6/2/22	Master schedule allows the school counselor time for small group and individual social and emotional support.		Yvonne Eason	08/30/2026
<i>Notes:</i>				
10/15/21	Administer academic, behavioral, and social emotional assessment to ensure we are addressing the whole child.		Kayla Cole	12/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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>		Teachers and administration communicate with families through newsletters and Connect Ed messages, updating them with curricular news, important/upcoming dates, and classroom needs/news. We host curriculum nights throughout the school year, and require 1st quarter conferences. We send home progress reports that include comments about their child's needs according to the common core standards.	Limited Development 09/17/2021		
<i>How it will look when fully met:</i>		Sedalia Elementary will exit TSI status and school staff frequently communicates with parents/guardians in a variety of ways to best connect with the stakeholders. The school shares its expectations of the family and the importance of the curriculum of the home. The school provides support and guidance in maintaining the school-home partnership.		Tracy Trammell	06/10/2026
Actions			2 of 9 (22%)		
	9/17/21	Host parent information night to highlight what students are learning and how parents can reinforce it at home using Title 1 funds for food and academic resources. Weekly communication was provided to families as well.	Complete 02/03/2025	Yvonne Eason	03/30/2025
<i>Notes:</i>		Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.			

10/11/24	Teacher representative shares curriculum information and needs during PTA meetings.	Complete 04/01/2025	Sherri Walker	06/13/2025
<i>Notes:</i>				
10/19/22	Sedalia school staff created Title 1/curriculum nights which teachers met with parents about curriculum face to face and provided engaging academic learning activities for families and students to participate in together while at school. All of the events were informative for parents and students while creating an opportunity for teachers to connect with families using Title 1 funds for food and academic resources.		Yvonne Eason	10/30/2025
<i>Notes:</i> Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.				
10/11/24	Teachers provide parents with home connect resources to support specific skills student learn in class so they can practice at home.		Stephanie Martens	06/13/2026
<i>Notes:</i>				
10/11/24	Host SEL night for families using Title 1 funds for food and academic resources.		Robin LaRue	06/13/2026
<i>Notes:</i> Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.				
10/11/24	Host Kindergarten Orientation to provide parents tips on how to support students academically at home using Title 1 funds for food and academic resources.		Denise Murphy	06/13/2026
<i>Notes:</i> Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.				
10/11/24	Teachers send home weekly announcements about academic skills student learn in class.		Robin LaRue	06/13/2026
<i>Notes:</i>				
10/11/24	Monthly parent connect newsletter is shared with parents.		Laura Clegg	06/13/2026
<i>Notes:</i>				
10/11/24	Teachers provide updates to families regarding student academics and behavior in class.		Ashley Gerrald	06/13/2026
<i>Notes:</i>				