

## Comprehensive Progress Report

**Mission:**

Devonshire Elementary will transform the achievement and attainment gaps for all students, while challenging every student to learn and grow in preparation to lead the future.

**Vision:**

At Devonshire Elementary School, we will foster a school community that empowers students to take ownership of their learning and growing, while celebrating their uniqueness, successes, and growth as we prepare them for a successful future.

**Goals:**

- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.7% to 65% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 1)
- The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 3-5 will increase from 12.3% to 25% in SY 2025-2026. (Aligns to A4.01 and B3.03 and CMS Goal 2)
- The percent of students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 34% to 60% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of students scoring Grade Level Proficient (GLP), on the Science End of Grade assessments in grade 5 will increase from 48.1% in SY 2024-25 to 60% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of students scoring College and Career Ready on Math End of Grade assessments in grades 3-5 will increase from 15.4% to 30% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of students scoring Grade Level Proficiency (GLP) on Reading End of Grade assessments in grades 3-5 will increase from 26.9% to 50% in SY 2025-2026. (Aligns to A4.01 and B3.03 and CMS Goal 2)



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>		<p><b>'25-'26 SY current implementation:</b></p> <p>The principal attends PLC planning and conducts walkthroughs weekly/bi-weekly. The trends and feedback is shared with teachers and amongst the instructional leadership team to make any needed adjustments around coaching and next steps.</p>	Limited Development 08/08/2024		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		The principal will complete walkthroughs looking for provisioned curriculum implementation with fidelity and enhancement with integrity. Feedback will be given to teachers within 24 hours to allow teachers to reflect and be able to converse if any trends are identified or concerns. Feedback will be shared with the instructional leadership team as they identify instructional trends of concern and/or affirming the great things happening in classrooms. Feedback will be precise and aligned to the SIP plan.		<b>Erik Barton</b>	<b>06/04/2026</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
8/29/24	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a month		Complete 09/26/2025	Erik Barton	06/04/2026
<i>Notes:</i>		Data Analysis protocol will align to common assessments and district benchmarks. The data tracker will also include progress monitoring as the admin team monitors growth.			
9/4/25	The leadership team will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (FAM-S)			Erik Barton	06/04/2026
<i>Notes:</i>					
8/29/24	The leadership team will provide data dives 6-9 times throughout the year during PLC meetings and 3-all day planning days to provide guided action planning around small group instruction and aligned targeted areas of need for all students.		Complete 06/04/2026	LaDonna Ardrey	06/30/2026

Notes: Data dives will be based around common assessments, universal screener, benchmarks, and exit tickets.

<b>Implementation:</b>			06/11/2025		
<b>Evidence</b>		6/11/2025			
<b>Experience</b>		6/11/2025			
<b>Sustainability</b>		6/11/2025			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		'25-'26 SY:  We hired two master teachers (Math and ELA), we hired a MTSS facilitator, we have two Deans (Instruction and Behavior). We have instructional materials readily available for teachers to align with instructional expectations. Our turnover rate was only two teachers last year. We also used an ADM for an additional ML teacher.	Limited Development 09/11/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		We will be fully staffed with trained highly effective teachers. Data points we will use include walk through data and EVAAS/EOG scores, teacher evaluation data. We will continue with the implementation of best instructional practices and having a strong school culture.		<b>Erik Barton</b>	<b>06/04/2026</b>
<b>Actions</b>			<b>7 of 12 (58%)</b>		
	12/4/24	BSC Art Supplies Total \$814.88 plus tax Supplies were ordered for the ART teacher to instruct students with an array of materials surrounded by paint colors, paper, vocabulary, etc. to support the vision of our art program.	Complete 12/10/2024	LaDonna Ardrey	12/10/2024

*Notes:* CCR for 3rd-5th ELA will increase from 5.1% to 31%.

12/11/24	AGC Education, Inc. Poster paper order due to a backorder from our original vendor. This allows our teachers to print the posters for the provisioned math and ELA curriculum for students to have a reference as they are grapple with the work. Total: \$196.30	Complete 12/31/2024	LaDonna Ardrey	12/31/2024
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*Notes:* AGC Education, Inc.  
Poster paper order due to a backorder from our original vendor. This allows our teachers to print the posters for the provisioned math and ELA curriculum for students to have a reference as they are grapple with the work.  
Total: \$196.30

12/11/24	Sterling Computer Products (Vien-Houng Inc.) Supplies were purchased for teachers to create anchor charts and boards for students. It allows students to reference the anchor chart as spiraled learning is taken place. Clips were purchased as teachers are creating material sorts. Total: \$1082.41	Complete 12/31/2024	LaDonna Powers	12/31/2024
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*Notes:* Sterling Computer Products (Vien-Houng Inc.) Supplies were purchased for teachers to create anchor charts and boards for students. It allows students to reference the anchor chart as spiraled learning is taken place. Clips were purchased as teachers are creating material sorts.  
Total: \$1082.41

1/17/25	Requisition #1227231 BSC Supply LLC Total \$939.87 Supplies were purchased for our art department to continue having a supply of variety colors for students as they are working through the art curriculum.	Complete 01/31/2025	LaDonna Ardrey	01/31/2025
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*Notes:* Mooney; last supply order

12/4/24	CMS Warehouse (AIJ) Amount \$380.00 Req#: 1223213 Art instructional material to enrich instruction.	Complete 01/31/2025	LaDonna Ardrey	01/31/2025
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*Notes:* CCR ELA from 5.1% to 31%  
100% will participate in pottery making along with building their vocabulary in ART which will translate into comprehension passages.

9/30/25	Devonshire Elementary will spend \$1794.00 of Title I funds for family engagement events throughout the school year with (Various Vendors) This will allow Devonshire to host parents and supply them with food and beverage to build their participation in out our school events as we increase our parent involvement to gain the academic knowledge to support their students at home. Alignment to our goal of increasing K-2 Dibels from 33.7% to 65% grade level and above and to increase students GLP in 3rd-5th Reading from 26.9% to 50% in the '25-'26 SY.		Erik Barton	06/04/2025
<i>Notes:</i> These events are throughout the school year at different times and we will be using various vendors.				
2/11/25	Hire a team of certified ML teachers to support our largest subgroup and provide ongoing professional development.	Complete 06/19/2025	Erik Barton	06/20/2025
<i>Notes:</i> This will require a position exchange for 1 adm.				
9/25/25	Devonshire Elementary will utilize \$1700 (Digital Dolphin) of Title I funds for supplies for classroom teachers to maintain instructional materials for longevity of student use of activities aligned to the curriculum. Alignment to our goal of increasing K-2 Dibels from 33.7% to 65% grade level and above.		Erik Barton	10/13/2025
<i>Notes:</i> Orders are subject to fluctuate over the course of the year due to demand of staff.				
9/25/25	Devonshire Elementary will spend \$1938.25 of Title 1 funds for the art teacher to effectively execute art lesson plans aligned to the NCSCOS from Direct School Supply. This will allow students to embrace themselves in art and align vocabulary to increase their vocabulary semantics which builds students proficiency in reading. Our goal is to increase students GLP in reading from 26.9% to 50% in the '25-'26 SY.		Erik Barton	10/31/2025
<i>Notes:</i> Ms. Mooney (Art Teacher)				
9/25/25	Devonshire Elementary will utilize \$3268.67 (Apple Store for Education Institution) of Title I funds for 6 iPads for the effectiveness of logging walkthrough data and observation data in the moment and providing teachers with immediate feedback to build teacher capacity and real time coaching feedback. In order to increase teacher retention to 100% as aligned to our Beginning Teacher Support goal in the BTSP plan.		Erik Barton	06/04/2026
<i>Notes:</i> Goal: quarterly check-in of the admin team to measure effectiveness				
9/9/25	Leveraging Master Teachers and grade level chairs for effectively communicating and observing instructional practices and classroom environment expectations.		LaDonna Ardrey	06/04/2026

*Notes:* Instructional Protocol for a solid instructional rollout and implementation:  
 Point 1: Grade Level Chair  
 Point 2: Master Teacher  
 Point 3: Admin Team (Chambers and Boone)

9/11/23	Within the 2024-2025 school year, our school identified the following resource inequity, human resources, and as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches. (Goal 1 & 4)	Complete 06/13/2025	Erik Barton	06/30/2026
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*Notes:*

**Implementation:**

09/09/2025

**Evidence**

06/15/2025 The hiring of two master teachers.

**Experience**

6/26/2025  
 6/21/2025: EIT positions posted in hiring enterprise and shifting from MCL's to master teachers.

**Sustainability**

6/15/2025 none will be needed due to the position being desolved

**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

**Initial Assessment:**

**'25-'26 SY Implementation:**

Based upon schoolwide data and leadership data, progress towards this goal is continuous. We are developing and setting structures to look at school data and to disaggregate it based upon content area, student groups, demographics, and subgroups.

Leveraging district support and school based expertise, the K-2 team needs support as they navigate through the provisioned curriculum. Additionally, information obtained through weekly walkthroughs by instructional leaders, is being used to improve instructional practices of teachers and support staff.

Challenges with meeting goal targets include ongoing needs related to instructional staff required to provide targeted opportunities for groups of students based off collected data. Additionally, increasing teacher knowledge related to the NCSCOS, standards aligned instruction, and their ability to decode collected data remain as challenges to the goal targets.

Limited Development  
09/11/2023

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 33.7% to 65% as measured on EOY Dibels.</p> <p>Goal 2: The percent of students scoring Grade Level Proficient (GLP), on READING End of Grade assessments in grades 3-5 will increase from 26.9% to 50% in SY 2025-2026.</p> <p>Goal 3: The percentage of students scoring College and Career Ready (CCR) on READING End of Grade assessments in grades 3-5 will increase from 12.3% to 25% in SY 2025-2026.</p> <p>Goal 4: The percent of students scoring Grade Level Proficient (GLP), on MATH End of Grade assessments in grades 3-5 will increase from 34% to 60% in SY 2025-2026.</p> <p>Goal 5: The percentage of students scoring College and Career Ready (CCR) on MATH End of Grade assessments in grades 3-5 will increase from 15.4% to 30% in SY 2025-2026.</p> <p>Goal 6: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on the SCIENCE End of Grade assessments in grade 5 will increase from 52.2% to 60% in SY 2025-2026.</p>			<b>Erik Barton</b>	<b>06/04/2026</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
9/11/25	Based upon reading, math, and science scores on the End of Grade assessment, teachers will participate in professional learning communities and professional develop that focuses on standards alignment, instructional practices, and data analysis to improve student achievement. (Goal 1 & 4)			Erik Barton	10/31/2025
	<i>Notes:</i> This action item will be updated monthly by the action item champion.				
9/17/25	Classroom teachers will receive all day planning sessions once per quarter to analyze data and create action planning steps.			LaDonna Powers	11/03/2025
	<i>Notes:</i>				

9/14/23	Based upon reading, math, and science scores on the End of Grade assessment, teachers will participate in professional learning communities and professional develop that focuses on standards alignment, instructional practices, and data analysis to improve student achievement. (Goal 1 & 4)	Complete 06/13/2025	LaDonna Ardrey	06/30/2026
<i>Notes:</i> This may take place in whole group (staff meeting) or small group (PLC)				
9/14/23	Based upon reading, math, and science scores on the End of Grade assessment, teachers will participate in quarterly professional development related to literacy and math curriculums and weekly planning related to science standards. (Goal 1 & 4)	Complete 06/13/2025	Erik Barton	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/26/2025		
<b>Evidence</b>	6/26/2025 Data share outs at SPA quarterly share outs			
<b>Experience</b>	6/26/2025 Data Dives were provided around student outcomes and next steps			
<b>Sustainability</b>	6/26/2025 Data dives and data analysis will be laser focused on the action items aligned to data disaggregated			

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>		<p><b>'25-'26 SY Current Implementation:</b></p> <p>Teachers are assessing students with provisioned curriculum assessments (Microphase), Dibels, and iReady. Using the district provisioned platform of Branching Minds for tracking and progress monitoring.</p> <p>The implementation based on the data can be seen during Skills block, All Block, and Core instruction. These areas are designated as hot spots due to the level of growth coming from this structure.</p>	Limited Development 08/29/2024		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		<p>Using the MTSS framework and data decision rules for differentiation of our students and instruction meets the needs of students consistently. We use the standard treatment protocol to intervene on students specific area of needs and instruction is aligned to implementation of the strategy.</p> <p>This can be seen during skills block, All Block, and Core.</p>		LaDonna Ardrey	06/13/2026
<b>Actions</b>			<b>5 of 8 (62%)</b>		
	8/29/24	Mastery Connect professional development for all instructional staff	Complete 09/27/2024	Melanie Jolley	09/27/2024
<i>Notes:</i>					
	3/10/25	Vendor: PSS Req.#1233694 Amt:\$3,542.17	Complete 03/28/2025	Erik Barton	03/28/2025
<i>Notes:</i>		Students and teachers will be using the materials to get hands on experience mastering NCSCOS standards. This aligns to the School Improvement Plan A2.04.			
<i>Notes:</i>					

2/25/25	Req#1232277 Amt.\$871.08 Vendor: Curriculum Associates The purchase of the Ready books is to support our Afterschool tutoring program for our students in grades 3rd-5th. The books will allow teachers to teach explicitly aligned to the NCSCOS towards student mastery.	Complete 03/31/2025	Erik Barton	05/31/2025
<i>Notes:</i>				
2/17/25	Req#1230527 Total \$1166.88 Vendor: Curriculum Associates A dedicated group of 3rd grade students that are projected to school a 3, 4, or 5 will attend a small group guided session in ELA with the use of the aligned curricula content materials and effective strategies.	Complete 03/28/2025	LaDonna Ardrey	06/10/2025
<i>Notes:</i>				
9/17/25	Facilitate bi-weekly PLC data meetings designed to discuss student progress and effectiveness of interventions; grade level MTSS leads facilitate discussion about student intervention choices and guide practice for colleagues around supplemental and intensive intervention pairings. (FAMS-3)		Stephanie Druschel	10/31/2025
<i>Notes:</i> We will update the action item monthly as we continue monitoring progress of students.				
9/17/25	Teachers will disaggregate data bi- weekly (exit tickets, work samples, check-ins, and/or common assessments) during their PLC data day.		LaDonna Powers	10/31/2025
<i>Notes:</i> Rosario will champion the work for math and Powers for ELA.				
9/24/25	We will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Jennifer Rosario	10/31/2025
<i>Notes:</i> Mrs. Rosario and Ms. Powers will work together with iReady with the following steps: 1. Making sure all students will complete a diagnostic assessment 2. Admin/ILT teams/Grade Level teams will analyze the data to ensure that have an understanding of student's stretch growth 3. Classroom teachers will continue having students know their stretch growth for goal setting				

8/29/24	Facilitate bi-weekly PLC data meetings designed to discuss student progress and effectiveness of interventions; grade level MTSS leads facilitate discussion about student intervention choices and guide practice for colleagues around supplemental and intensive intervention pairings. (FAMS-3)	Complete 06/13/2025	Melanie Jolley	06/20/2026
<p><i>Notes:</i> Polsgrove (Math PLC's K-5) Ardrey-Chambers (4th and 4th ELA)</p> <p>MTSS meetings will be held monthly where we will discuss student movement and/or regression. As data is monitored students groups will be shifted as needed.</p> <p>Admin Lead: LaDonna Ardrey-Chambers</p>				
<b>Implementation:</b>		09/17/2025		
<b>Evidence</b>	6/26/2025 The standing calendar for MTSS meetings and MTSS share out at Instructional Leadership Meetings			
<b>Experience</b>	6/26/2025 MTSS leadership meetings were held monthly to discuss trends, fidelity checks, and next steps			
<b>Sustainability</b>	6/26/2025 The above work will continue			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		'25-'26 Current Implementation  Teachers have duty free planning as indicated on the master schedule.	Limited Development 09/19/2025		
<b>How it will look when fully met:</b>		The master schedule will indicate a block of time where teachers have duty free planning to engage in instructional planning and data analysis which leads to solid action planning.		LaDonna Ardrey	10/31/2025
<b>Actions</b>			<b>1 of 2 (50%)</b>		
9/24/25	Duty Free Planning is implemented and in the school's master calendar. Teachers receive daily, 50 minute planning sessions.	Complete 08/25/2025	LaDonna Powers	08/25/2025	
<p><i>Notes:</i> The master schedule including planning sessions were embedded in the school's master calendar.</p>					

9/19/25	Teachers will collaborate in an effective PLC to guide instruction and action planning.		LaDonna Powers	10/31/2025
<i>Notes:</i> Artifact is the lesson plan shared with Ms. Powers and Ms. Rosario for review.				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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>		'25-'26 SY Current Implementation  Student support services have bullying assemblies twice throughout the year.	Limited Development 09/19/2025		
<i>How it will look when fully met:</i>		Student support services will have complete two Bullying assemblies with all students twice a year to align with our school behavior matrix and social emotional expectations of treating all with respect, empathy, etc.		Erik Barton	06/04/2026
<b>Actions</b>			<b>1 of 2 (50%)</b>		
9/24/25		Duty free lunch is implemented with the hiring of 2 lunch monitors.	Complete 08/25/2025	LaDonna Ardrey	08/25/2025
<i>Notes:</i> Monitors were hired before school started.					
9/19/25		SSS will conduct two Bullying asesemblies throughout the year.		Stancil	12/15/2025
<i>Notes:</i> Stancil and Drake will swap out each time.					

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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
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<b>Initial Assessment:</b>	<p><b>'25-'26 SY Current implementation:</b></p> <p>Communication to parents is through Parent Square and student agendas.</p> <p>Open door policy for parents to communicate with teachers to build relationships.</p> <p>Food Pantry nights to meet the needs of our families.</p> <p>Parents serve on the School Improvement Team.</p> <p>Weekly communication via the principal with families.</p>	Limited Development 09/10/2024			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>Parents are using Parent Square at 100%.</p> <p>80% of families are attending Food Pantry Nights.</p> <p>We have 5 or more parents on the school improvement team.</p> <p>Parents have a understanding of our open door policy to communicate with teachers via Parent Square and/or scheduling conference times.</p> <p>Dolphin Chat &amp; Chew (Open forum where parents can come and have access to staff and ask questions concerning attendance, academics, resources, etc.) this will be held monthly.</p>			<b>Erik Barton</b>	<b>06/13/2026</b>
<b>Actions</b>		<b>8 of 11 (73%)</b>			
9/10/24	At least 5 parents serving on the school improvement team. (FAM-S 3)	Complete 12/01/2024	LaDonna Ardrey	12/01/2024	

<i>Notes:</i> Monthly attendance				
11/22/24	<p>We will use Title I funds for student agendas that we can communicate with parents regarding everyday actions in the classroom around academics, behaviors, and concerns. It will allow parents to have an additional tool to use when communicating with teachers.</p> <p>We are purchasing schoolwide student agendas from School Mate in the amount of \$1564.47 Req.#1221876.</p>	Complete 12/09/2024	LaDonna Ardrey	01/06/2025
<i>Notes:</i> We are purchasing schoolwide students agendas from School Mate in the amount of \$1564.47 Req.#1221876.				
1/23/25	<p>We are so excited to announce the Someone Special Dance sponsored by Devonshire Elementary to allow parents and students to bond in a special event. We want parents to know that we all are working together to care for our students through social and academic needs.</p> <p>Req. # 1227781 Amt.\$208.44 Little Caesars</p>	Complete 02/14/2025	LaDonna Ardrey	02/14/2025
<i>Notes:</i> Sponsored by Student Support Services				
1/23/25	<p>Dolphin Chat &amp; Chew is geared towards parents so that they have access to key staff to ask any questions. These questions can include topics like attendance, academics, behavioral issues, and resources. Each night would have a different focus.</p> <p>Food Lion Amt.\$224.90 Req#1227799</p>	Complete 02/28/2025	LaDonna Ardrey	02/28/2025
<i>Notes:</i>				
2/24/25	<p>Req#1232145 Amt.\$220.00 Vendor: Food Lion</p> <p>As we increase parent involvement and support of the school, parents have indicated that having small refreshments to help support there child due to the concert being held in the evening right around dinner time. It will allow the student and the parent to collaborate with the school and see the support we have as a school as a community.</p>	Complete 03/26/2025	Erik Barton	03/26/2025
<i>Notes:</i>				

3/27/25	Req# 1236655; Amt: \$2920.68; Vendor: School Mate;  Parents will be able to communicate with teachers student academic progress, behavior status, and upcoming events and notices. This will promote school and family communication.  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)	Complete 04/15/2025	Erik Barton	04/15/2025
<i>Notes:</i>				
9/10/24	Monitoring of family attendance during Food Pantry Nights.	Complete 06/10/2025	Libby Stancil	06/20/2025
<i>Notes:</i> Millie Drake (Counselor)				
9/10/24	Monitoring Parent Square usage	Complete 06/10/2025	LaDonna Powers	06/20/2025
<i>Notes:</i>				
9/17/25	At least 5 parents serving on the school improvement team. (FAM-S 3)		LaDonna Ardrey	09/30/2025
<i>Notes:</i> Parents names and sign up took place at Open House.				
9/17/25	Monitoring of family attendance during Food Pantry Nights.		LaDonna Powers	09/30/2025
<i>Notes:</i> Mr. Luis Vasquez (Family Advocate) will monitor this goal percentage. The date will be updated as we do quarterly check-ins.				
9/19/25	100% parent usage of Parent Square		LaDonna Powers	10/31/2025
<i>Notes:</i> Monitoring Parent Square usage by Erin Gerkin				
<b>Implementation:</b>		06/23/2025		
<b>Evidence</b>	6/23/2025 6/10/2025; During our Curriculum Nights and Parent/Teacher conferences she would have a station set up for parents to update their contact information to keep Parent Square updated.			
<b>Experience</b>	6/23/2025 6/10/25; Our dean of students would do a monthly check-in with Parent Square usage			
<b>Sustainability</b>	6/23/2025 6/10/2025; This work will be continued.			