



Evening Star Elementary

2025-2026 Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY:

4th Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35184		1054 ⓘ	 Percent: 26% 35% 26% 13% Count: 9.1K 12.3K 9.1K 4.6K ⓘ	39%	1054 ⓘ	 Percent: 26% 35% 25% 14% Count: 9.1K 12.2K 8.8K 5.1K ⓘ
District			1424		1062 ⓘ	 Percent: 10% 29% 35% 27% Count: 148 406 492 378 ⓘ	61%	1062 ⓘ	 Percent: 12% 29% 33% 27% Count: 166 409 463 386 ⓘ
School			136		1067 ± 1 ⓘ	 Percent: 3% 21% 40% 35% Count: 4 29 55 48 ⓘ	76%	1067 ± 1 ⓘ	 Percent: 4% 27% 37% 32% Count: 5 37 50 44 ⓘ

4th Grade ATLAS Summative Math Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35201		1055 ⓘ	 Percent: 24% 33% 28% 15% Count: 8.5K 11.5K 9.7K 5.4K ⓘ	43%
District			1424		1068 ⓘ	 Percent: 8% 21% 31% 40% Count: 113 302 445 564 ⓘ	71%
School			136		1072 ± 1 ⓘ	 Percent: 2% 14% 38% 46% Count: 3 19 52 62 ⓘ	84%

4th Grade ATLAS Summative Science Scores 2024-2025

			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35198		1056	 Percent: 25% 35% 25% 14% Count: 8.9K 12.4K 8.9K 5K	39%
District			1424		1065	 Percent: 11% 27% 31% 31% Count: 158 389 441 436	62%
School			136		1069 ± 1	 Percent: 4% 22% 40% 35% Count: 5 30 54 47	74%

3rd Grade ATLAS Summative Literacy Scores 2024-2025

			Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score	Reading Performance Distribution
State			35869		1053	 Percent: 29% 35% 21% 15% Count: 10.5K 12.5K 7.6K 5.3K	36%	1052	 Percent: 30% 35% 20% 16% Count: 10.6K 12.5K 7.2K 5.6K
District			1620		1062	 Percent: 13% 30% 27% 31% Count: 205 478 434 503	58%	1061	 Percent: 14% 30% 25% 31% Count: 220 480 411 509
School			140		1066 ± 1	 Percent: 6% 26% 28% 39% Count: 9 37 39 55	67%	1065 ± 1	 Percent: 7% 28% 29% 36% Count: 10 39 41 50

3rd Grade ATLAS Summative MathScores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35887		1054	Percent: 27% 33% 26% 13% Count: 9.7K 11.9K 9.5K 4.8K	40%
District		1620		1065	Percent: 11% 24% 32% 33% Count: 185 381 516 538	65%
School		140		1069 ± 1	Percent: 9% 14% 40% 37% Count: 13 19 56 52	77%

3rd Grade ATLAS Summative Science Scores 2024-2025

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		35885		1056	Percent: 27% 34% 24% 15% Count: 9.9K 12.2K 8.6K 5.3K	39%
District		1620		1066	Percent: 14% 24% 30% 32% Count: 221 393 494 512	62%
School		140		1072 ± 2	Percent: 9% 17% 34% 40% Count: 12 24 48 56	74%



ATLAS Summative Mathematics

Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/12/2025



Percent: 6% 14% 39% 41%
Count: 17 39 109 115



ATLAS Summative Science

Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/13/2025



Percent: 6% 20% 37% 37%
Count: 17 56 103 104



ATLAS Summative ELA

Grades Tested: 3, 4

Tests Taken: 280 Date Last Taken: 05/12/2025



Percent: 5% 24% 34% 37%
Count: 14 66 96 104

COMPREHENSIVE NEEDS ASSESSMENT: Evening Star Elementary was recognized by the State of Arkansas as a RISE Model School with a PERFECT score from the State. We are a Nationally Recognized Solution Tree Professional Learning Model School that allows us to be intentional and purposeful when supporting and growing every student who walks our halls through a dedicated and collaborative approach. Each student, every day. ESE is one of about 500 schools/districts in the US and Canada to receive this honor. In 2024-2025, Evening Star Elementary was recognized as the first Marzano High-Reliability Level 1 (Safe, Supportive, & Collaborative) Certified School Culture in Bentonville. This places us among just 790 schools across the U.S. to achieve this prestigious status. Achieving High-Reliability School Level 1 certification reflects the tireless efforts of our staff, who have partnered with families and community members to set goals, gain insights, monitor progress, and refine systems for continuous improvement while fostering a culture where every student feels safe and supported. We have scored in the Top 5% in Performance in the State every year since we opened our building in 2019-2020. For the 2023-2024 school year, according to NICHE, ESE is #1 of 488 Best Public Elementary Schools in Arkansas. #373 of 50,783 BEST Public Elementary Schools in America. We will continue to implement RISE practices and our collaborative approach through our PLC practices.

Evening Star Elementary School formed a School Improvement Leadership Team and analyzed the test scores from the 2024-2025 administration of the ACT ASPIRE Assessments and ACT Atlas K-2 Spring Assessment. We examined the results for ALL STUDENTS and each subpopulation. Our Formative Assessment Team identified evidence documenting our main areas of weakness. In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from these various assessments in order to better identify the areas of need and help align classroom instruction with State Standards in literacy and math. We examined our current reality, building systems, collaborative commitments, and expectations to identify any areas we could support students in achieving their full potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math, Literacy, and Science.

STRENGTH and GROWTH AREAS:**ACT Aspire Data for the 2024-2025 School Year:****3rd Grade ACT Aspire:**

For ACT Aspire data, when comparing % of students scoring a Level 3 or Level 4, there is evidence of steady growth, in terms of the scale score, in the majority of the content areas when looking at three years' worth of data as well as our current comparison across the district in relation to other elementary buildings.

Math - Increased scale score from 1067 in 2023-2024 to 1069 in 2024-2025.

Science - Maintained a scale score of 1071 from 2023-2024 to 1071 in 2024-2025 even with an increase in the number of students tested.

ELA - Increased scale score from 1064 in 2023-2024 to 1066 in 2024-2025.

	22-23	23-24	24-25	District Comparison
Math	85.4%	75%	77%	2nd
Science	74%	76%	74%	1st
ELA Overall	74%	69%	67%	1st

4th Grade ACT Aspire:

For ACT Aspire data, when comparing % of students scoring a Level 3 or Level 4, there is evidence of steady growth, in terms of the scale score, in the majority of the content areas when looking at three years' worth of data as well as our current comparison across the district in relation to other elementary buildings.

Math - Increased scale score from 1068 in 2023-2024 to 1072 in 2024-2025.

Science - A slight decline in a scale score of 1071 from 2023-2024 to 1069 in 2024-2025 with an increase in the number of students tested.

ELA - Maintained a scale score of 1067 in 2023-2024 to 1067 in 2024-2025 with an increase in the number of students tested.

	22-23	23-24	24-25	District Comparison
Math	72.1%	77%	84%	2nd
Science	70%	77%	74%	1st
ELA	70%	76%	76%	1st

Growth area across all five grade levels:

- Continue to focus on small group instruction in both math and literacy with an emphasis on PLC question 4 - How will we extend the learning for students who have demonstrated proficiency?
- Continue PLC sustaining practices.
 - Continue training for staff to ensure proficiency and depth of knowledge with Arkansas standards - horizontally & vertically.
 - Continue to create SMART Goals & data-driven targets that are supported and embedded in all instructional environments (homeroom, special education, auxiliary).
 - Continue PLC training with Solution Tree. On December 1, 2023, our school was recognized as a Model PLC School.
- Continue Hands-Down Conversations book study
 - Continue assigned grade-level focused instructional practices.
 - Provide staff with an in-depth training in August from the authors of the Hands Down Conversation book.
- The Science of Reading is evident in our scores. These students have been provided instruction rooted in the Science of Reading since we opened our doors in 2019. Our school was recognized as an Arkansas RISE Model School. Due to our success, our staff will continue

integrating the Science of Reading research based instructional strategies.

- Continue to share students during math and literacy small group blocks.
- Continue Level 1 - Safe, Supportive, and Collaborative Culture Marzano High-Reliability Practices
- Begin to disaggregate data and evidence to ensure we are implementing Level 2 - Effective Teaching in Every Classroom Marzano High-Reliability Practices.
- Continue using of Literacy state approved HQIM (CKLA) and begin implementation of the district-purchased program Boost.
- Continue using the Math state-approved HQIM (Eureka Math) and continue using/implementing the district-purchased program Dreambox. To increase student fact fluency, we will also continue the implementation of the district-purchased math program Reflex Math.
- We will continue to use the district-purchased science program (Mystery Science) & district-approved online science simulation programs.
- We will add additional opportunities for STEM exploration in our Owl Innovation Hub and Digital Literacy Auxiliary class.

DISTRICT GOAL(s): [Strategic Plan-Vision 2024](#) (Building goals must be connected to district goals.)

- *By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.*
- **Academic Excellence:** *Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance.*
- **Refined Communication System:** *Execute a universal plan of the school, district, and executive communication to address parents & community.*
- **Safe & Collaborative Culture:** *Build staff capacity to function as a member of the PLC.*

MISSION & VISION:

Evening Star Elementary-- Where owls empower each other to be our best selves by soaring for the stars in every way.

We are committed to continuing a legacy of excellence that impacts the world around us.

Response to Intervention	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)

By October 9th, 2025, 100% of students (first-fourth grade) will be identified and supported with a multi-tiered system of support for 25 minutes daily, for five days a week in order to provide additional instruction for students who have not yet mastered the identified essential standards, as well as extending standards for students who have shown mastery of those standards on common formative assessments.	Williams, Dancer, Dibee, Curry, Merriman, & Holland	By September 25th, grade-level teams will identify students based on data and assign appropriate interventions based on the standards established by the team. Teachers will document intervention strategies, progress toward mastery, and next steps in EdPlan.	• Data folders for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level. • Grade-level assessment data cards which include - state-required Literacy assessments & screeners, common CKLA formative assessment data and ACT Aspire data when applicable. Grade-level assessment data cards which include the following common formative assessment data, MDP & ASP data, ACT Aspire data when applicable. • Students will be grouped by skill level according to need and receive at least 25 minutes of WISE time daily for literacy. • Students will be progress monitored every 2 to 4 weeks. • Building Academic RTI meetings will meet at least quarterly. • Intervention resources and training for IAs to implement interventions will be provided. • Continued extension of grade-level standards training for certified teachers. • In May of 2026, data will be reviewed to determine if additional Tier 2 and/or Tier 3 data needs to be added or continued.	Each student will travel to their targeted intervention during his or her grade-level WISE time. A grade-level spreadsheet with ATLAS Reading and ATLAS Math screener data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each Level (1, 2,3,4) will be monitored. The percentage of students scoring a Level 3 and 4 will increase over the course of the school year.
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		Building Academic RTI Team and Instructional Leaders will review the SolutionTree RTI virtual Tier Training provided by Mattos to ensure current systems are working and sustainable while ensuring our schoolwide RTI program is efficient, effective, and equitable.	• Building schedule • RTI flow chart • Training notes	The Administration team will work with our Building Academic RTI Team to compare training notes with ESE's current reality and identify any areas of strength and areas of growth.
		ESE will hold a school-wide academic RTI meeting to identify students who might need a more intensive instructional plan. ESE will use BOY PLC time to examine students who have already been identified as Tier II or Tier III, and to analyze BOY assessments to determine other students who are not making adequate growth.	• District benchmark scores for BOY assessments. • RTI Literacy Flowchart • RTI Math Flowchart	Students in need will be moved to the appropriate tier based on data and classroom work samples. Each tier will provide individualized instruction that has been targeted to meet the students' needs.
		By September 20th, grade-level teams will identify a SMART goal targeting an instructional area of focus that will drive intervention groups. Data will be collected and SMART goals will be monitored and adjusted quarterly based on data.	• Grade-level assessment data cards. • Intervention resources • Training for IAs to implement interventions. • PLC Agendas • Common Formative Assessment Data graphs	Grade-level teachers will identify pre and post-data at the start and end of their SMART goal.

By September 11, 2025, 100% of the students currently identified as a student in need of tiered support in the area of behavior will receive intervention.	Dancer	By August 14th, data folders for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level. Tier 2 behavior plans will be reviewed by the teacher and the assistant principal. Our foundational PBIS team will continue to attend additional PBIS trainings hosted by A-State. Building Behavior RTI meetings will meet at least quarterly. By Sept. 3rd, the Assistant Principal will provide staff with training on the district progressive discipline plan and our building consequence matrix.	• Data folders • Tier 2 and Tier 3 behavior intervention plans • For the 2022-2023 school year, our PBIS Foundational team identified our current reality. ○ PBIS revisions ○ Additional PBIS foundational training for new & current staff ○ Attend A-State PBIS Training • For the 2024-2025 school year, our PBIS Action Team reviewed PBIS data from the 2023-2024 school year. ○ Collected survey data from teachers. ○ Identified any adjustments for growth • For the 2025-2026 school year, our PBIS Action Team reviewed PBIS data from the 2024-2025 school year. ○ Collect survey data from teachers. ○ Review Level 1 HRS data from all stakeholders. ○ Identify necessary adjustments for continued growth. • Rage to Reason Training was provided in 2021-2022 will continue to be accessible & utilized when deemed necessary.	Behavior data is monitored and uploaded for students. • The Assistant Principal will track and graph the data for Tier 2 plans. The Assistant Principal will work in collaboration with the psych examiner to track and graph Tier 3 plans. • Our Building Behavior RTI team and our Building PBIS Action team will review the data and make revisions as needed. • Additional staff training will be provided as needed. There will be a decline in behavior incidents. We will maintain our recognition of positive student behavior through an increase in PBIS points while maintaining the number of Positive Owl Awards issued this year in comparison to the 2024-2025 school year.
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Refined Communication	The school regularly communicates with parents (families) 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). Provide a two-way school-home communication linked to learning.			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By June 30, 2026, Evening Star Elementary teachers and staff will communicate effectively to meet the needs of all students by maintaining 97% of parents agreeing/strongly agreeing that we are effectively communicating as measured on the end-of-year district parent survey. This is an increase from the 2022-2023 school year, which was 95.8%.	Williams, Kaufmann, & Eggimann	Revise, edit, and share ESE's Parent-Family Engagement plan to match safety protocols for 2025-2026.	• Last year's Parent-Family Engagement Plan • List of event dates from school and PTO • District safety protocols • End-of-year parent survey provided by our district Federal Programs Director. • High-Reliability Certification Level 1 Survey	On the end-of-year parent survey for the 2022-2023 school year, 97.37% of parents are satisfied (agree/strongly agree) with communication from teachers regarding classroom expectations and curriculum as reflected in parent surveys. Staff will send a beginning-of-the-year survey to homeroom parents inquiring about social and academic strengths, supports, and motivation as well as their hope for their child this school year. Staff will maintain or increase data in the following areas as evidenced by the end-of-year survey: • My child's teachers and staff give challenging work. = 89.48% • My child's teachers have high expectations of my child. = 94.73% • School staff members know my child's name and interests. = 96.49% • School staff members are enthusiastic about teaching and learning. = 99.12%

				• School staff members want my child to do well in school.= 100% • My child's teachers provide extra help when my child needs it. 93.86%
	Williams, Dancer, Dibee, Curry, Kaufmann & Eggimann	ESE will host late-night parent/teacher conferences twice a year to discuss academic, behavioral, and socio-emotional growth of students.	• Continued training on Teacher Ease platform to share grades in real time and generate quarterly report cards. • EdPlan training for teachers to document Tier II and Tier III intervention and progress. • Collaboration with PTO to provide certified staff with dinner on late nights.	By the end of each conference window, teachers will connect with 100% of parents in their classrooms in person, virtually, or as a last resort, by phone.
	Williams, Dancer, Dibee, Curry, and certified teachers	ESE will provide parents with a school-wide newsletter via Smore monthly, and teachers will provide weekly newsletters to share learning objectives, upcoming dates, celebrations, and how to connect learning at school to learning at home.	• Smore and Canva subscription • Updated news from PTO monthly • Classroom pictures on social media outlets that show students engaged in learning. • Maintain a running list of upcoming event dates on our school website. • Home/School connection resources	Staff will share classroom information and learning objectives weekly. Staff shares relevant home-school connection materials monthly.
	Williams, Dancer, Kaufmann, Eggimann & ESE PTO	ESE will collaborate with ESE's PTO to plan PTO meetings, volunteer trainings, and other family-fun events	• Establishment of 2025-2026 PTO board in May of 2025 • Establishment of PTO meeting dates and events	Parents will engage with ESE's PTO via meetings, trainings, volunteer opportunities, and events.

		throughout the year, such as Pie Supper, Walk in My Shoes-Curriculum & Connections, Spirit Nights, Owl Prowl, etc.	• Volunteer Training Slides and dates • Parent/teacher event planning committees • Incorporation of literacy and math curriculum parent overviews during our PTO meetings.	Events will be well attended based on our partnership with PTO and communication via newsletters, meetings, and social media outlets. 2025-2026 ESE Parent Engagment Plan Input will be solicited from stakeholders.
Safe & Collaborative Culture	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs). ID13 Collaborative Culture			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By May 14th, 2025, all grade-level teams will move one level forward on Mattos 1-5-10 rubric by identifying strengths and areas of growth and developing an action plan to implement during weekly PLC and planning meetings.	Williams, Dancer, Team Leaders	By the end of September, leadership teams will facilitate the reevaluation of their teams using the Mattos 1-5-10 rubric. Teams will establish a focus area and goal and determine what actions will be needed to push their team to the next level.	• Master Schedule • Mattos 1-5-10 Rubric • Resources identified by each team in order to reach goal.	Teachers will reevaluate their teams' progress quarterly and at the end of the year to determine their progress toward working as a high-functioning PLC Team.
		1-5-10 Rubric will be revisited at the end of each PLC (quarterly) to	• Smart Goals written by teams • 1-5-10 Rubric	PLC agendas will hold a place for reflection on the 1-5-10 rubric to keep teams accountable for this

		ensure progress is being made toward the goal.		discussion at the end of each meeting. Teachers will ask, "What did we do today to move our PLC forward?"
		Our Building Leadership (Guiding Coalition) Team will review the book study Learning By Doing we completed in 2023-2024. We will utilize the information gained to continue to grow as a building and grade-level PLC team. PLC Team Collaboration training opportunities will be continued and pursued if feasible.	• PLC Resources/Books • Learning By Doing book study • Solution Tree training with Jeanne Spiller continued this year. We had 4 trainings with Jeanne in 2022-2023. • Learning By Doing Rubrics will be completed. • PLC Model School expectations maintained. • HRS Level 1 Leading Indicator - Collaborative teams regularly interact to address common issues regarding curriculum assessment, instruction, and achievement of all students.	Training will be provided and continue to be pursued this year, as well as additional planning for future trainings based on data and stakeholder input.
By May 30th, 2026, all HRS Level 1 and Level 2 survey results will have been reviewed. The Leading and Lagging Indicators will have been identified and a satisfaction score of a 4 to 5 will be	Williams, Dancer, Team Leaders	By August 11th, we will have our entire staff trained in the Marzano High-Reliability Level 1 and Level 2 Leading Indicators & the NASOT.	• High-Reliability training over the first 3 levels of HRS. • HRS Survey for Level 2 will be sent to parents, 3rd & 4th grade students, staff, & building administration. • HRS Level 2 Survey results will be analyzed in May. • HRS Level 3-5 will be reviewed	Staff will evaluate how we are developing and maintaining effective instruction in every classroom. Our Guiding Coalition along with our HRS Action Team, will determine our progress and areas of growth to ensure effective teaching is occurring in every classroom. By May 30, 2026, Level 2 Certification as a High -Reliability

achieved for a Safe and Collaborative Culture.			and analyzed to determine our next steps.	School will be achieved. Our team will then begin to work to obtain HRS Level 3 certification
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Literacy Plan - [Bentonville Schools Literacy Plan 2025-26](#) -

Literacy Plan- Evening Star Elementary Literacy Plan 2025-2026 Overview: At Evening Star Elementary, we know the success of our students depends on the implementation of a solid Tier I core curriculum. Our teachers follow the state-approved, district-provided Tier I curriculum and target student needs in order to support learners who need additional support in Tier II or Tier III. Our district and state data reveal a need for a heavy emphasis placed on our high achievers who do not meet growth goals. In order to target this group of students, professional growth and development in student engagement and differentiation is a school-wide focus.

Master Literacy Plan - Academic RTI Documents	Action Items: Science of Reading • Training-PD plan for building for those who need to complete RISE training or take the Pearson Foundation Reading Assessment • Summary of RISE efforts at building • RTI efforts as they apply to RISE • PLC efforts as they apply to RISE • Use of the state-approved CKLA curriculum that aligns with the Science of Reading	Evidence: Our school serves as a model RISE School for schools across the state of Arkansas. We will continue to: • Monitor instructional practices through observation. • Evaluate student growth and achievement. • Use spring testing data to evaluate achievement and identify need areas • Use internal RTI data to evaluate our RTI process and identify need areas
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Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:

Academic coaches, activity team members, and classified instructional assistants work with ESE's interventionists to target the instructional needs of students as determined by formative assessments given by classroom teachers. This group of teachers works in conjunction with the grade-level teachers to provide small-group instruction during WISE time, a block of time devoted to supporting at-risk students as well as students who have shown mastery of skills and need an extension of skills that might be beyond grade-level expectations.

Additional Request for the district to consider: (what additional requests the school is asking of the district)

We value our academic coaches and Special Education LEAD and hold them all in the highest regard. The collaboration in planning, professional development, and coaching they provide to each grade level is invaluable to our staff. Our Literacy and Math Coaches, as well as our Special Education LEAD, have supported our entire staff, including our structured learning staff, with the implementation and scaffolding techniques needed for students' success with grade-level curriculum as well as inclusive practices. They provide growth opportunities in-house all year long. We would love to continue to see a focus on maintaining our literacy coach (Julie Dibee) full-time and maintaining our full-time math coach (Katie Curry), while securing the necessary resources to secure a full-time Special Education LEAD.

Additionally, we see the impact Professional Learning Communities have on student achievement and school culture. We will continue our pursuit of Level 2 HRS Certification while maintaining Model Professional Learning Community expectations as outlined by SolutionTree. We appreciate the district's support as we continue to strive for excellence.

***District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to meeting agenda/minutes: