Comprehensive Progress Report

Mission: At Sedgefield Elementary, we teach students to think critically, value and respect differences, believe in their ability to grow, and build strong relationships with others so they can learn, lead, and succeed together.

Vision: Sedgefield Elementary will be a place where every student will think deeply, celebrate differences, grow by trying new things, and build strong, caring relationships.

Goals:

Academic Growth Goal: By June 2027, K–5 reading achievement will increase by 15 percentage points from the Fall 2026, DIBELS baseline through strong core, targeted small-group reading instruction, progress monitoring, and targeted intervention.

Guilford Guarantee – Career Awareness: By June 2027, each grade level and specialist will teach about at least one career per nine weeks that aligns with the curriculum.

ATSI – Students with Disabilities: By June 2027, reading proficiency for Students with Disabilities will increase by 3 percentage points on End of Grade Reading through strong core, targeted small-group instruction, intervention, and progress monitoring.



! = Past Due Objectives KEY = Key Indicator

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**
Initial Assessment:			FAM-S Item 9 – Professional Development and Coaching on Assessments and Data Use Sedgefield has an Instructional Leadership Team comprised of the principal, assistant principal, and teacher leaders. The team conducts individual and group walkthroughs to see teaching and learning in action. Teachers receive specific feedback in a timely manner by note or in-person. The data collected during walks is tracked for the team to identify trends and adjust PLCs and professional development.	Limited Development 09/18/2025		
How it will look when fully met:			Upon full implementation of this objective, Sedgefield will have evidence of the following: **Artifact** — **Frequency** PD Agendas, Sign-in Sheets, Exit Tickets — Quarterly PLC Data Logs & Instructional Adjustments — Monthly Walkthrough & Coaching Logs — Bi-weekly Tiered Intervention Plans & Group Rosters — Quarterly Student Achievement Growth — BOY/MOY/EOY		**J. Kathy Acevedo**	**06/30/2027**
Actions				**6 of 8 (75%)**		
		10/2/25	Employ a Multi-Classroom Leader with Title I and Restart funds to provide coaching, modeling, and support for teachers in grades 3–5.	Complete 08/25/2025	J. Kathy Acevedo	08/25/2025
		Notes:				
		9/18/25	Quarterly training sessions for all instructional staff on how to administer and analyze DIBELS, MAP, GCS Interim Assessments, and classroom CFAs.	Complete 06/09/2026	Ebony Summers	06/30/2026
		Notes:				

9/18/25	Focus on data triangulation (benchmark, formative, observational) and using results to form and adjust small groups.	Complete 06/09/2026	T. Mitchell (Data Coach)	06/30/2026
Notes:				
9/18/25	MCLs and Coaches employed with Title I and Restart funds will facilitate monthly data deep dives during PLCs using standardized tools (e.g., data protocol sheets, heat maps, progress trackers).	Complete 06/09/2026	Sara Davis	06/30/2026
Notes:				
9/18/25	Teams will identify strengths/gaps and adjust Tier 1, Tier 2, and Tier 3 instruction.	Complete 06/09/2026	Terran Harris	06/30/2026
Notes:				
9/18/25	Admin and coaches will conduct monthly walkthroughs as a group targeting how assessment data is being used to drive instruction (e.g., small group formation, strategy targeting, question stems).	Complete 06/09/2026	Lakisha Graham	06/30/2026
Notes:				
6/9/26	Conduct weekly classroom walkthroughs focused on the implementation of high-quality instructional materials (CKLA, Eureka Math², UFLI) and evidence-based instructional practices. Provide written feedback to teachers within 48 hours that includes strengths, actionable next steps, and available support.		Terran Harris	06/09/2027
Notes:				
6/9/26	Facilitate quarterly instructional learning walks with members of the school leadership team to monitor the implementation of schoolwide instructional priorities, including student engagement, small-group instruction, and standards-aligned teaching. Share findings with staff and develop action steps for continuous improvement.		Lakisha Graham	07/26/2027
Notes:				

	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:			Sedgefield has clearly stated improvement goals and strategies so that resources can be aligned sufficiently and appropriately. The principal acquires and allocates personnel and instructional resources to meet improvement goals. Title I and ATSI funds are allocated according to the school's instructional needs and school improvement plan. Sedgefield Elementary RAR (2025-2026)	Limited Development 09/18/2025		
How it will look when fully met:			Resources (budget, time, staffing) will be tightly aligned to Sedgefield's instructional goals—especially around literacy, intervention, data-driven instruction, and equitable support for all learners. The ILT, SIT, and finance/data managers in will conduct an audit summary report and adjust resource allocation recommendations.		**Terran Harris**	**06/30/2027**
Actions				**6 of 13 (46%)**		
		9/18/25	Require budget line-item justifications (Title I, PD funds, grants) to reference SIP instructional priorities.	Complete 09/18/2025	J. Kathy Acevedo	09/18/2025
		Notes:				
		10/2/25	Using Restart and Title I funds, hire a Technology Assistant to deliver technology-based specials and create an additional planning block for teachers to engage in collaborative PLCs.	Complete 09/25/2025	Terran Harris	09/25/2025
		Notes:				
		9/18/25	Conduct a Mid-Year Resource Alignment Audit to review the school improvement plan (SIP), Title I/Restart budget, and staffing allocations that assesses alignment to current instructional priorities (e.g., literacy goals, intervention supports, PD needs).	Complete 01/27/2026	Melissa Mervin, Treasurer	02/28/2026
		Notes:				

2/27/26	During the 2025-26 school year, our school identified Descriptor #29: “The school schedule provides adequate time for professional development for teachers” as a resource inequity. As a result, our school plans to mitigate this inequity by providing full-day planning time with EC and grade level teachers to review student data and create focused lesson plans that meet the needs of students with disabilities.	Complete 06/05/2026	Mindy Hathaway	06/05/2026
Notes:				
2/27/26	Establish a structured 20 minute bi-weekly data review cycle in each grade to analyze SWD progress monitoring (DIBELS, IEP probes, classroom tasks) and adjust small group plans. minute biweekly data review cycle in each grade to analyze SWD progress monitoring (DIBELS, IEP probes, classroom tasks) and adjust small group plans.	Complete 06/05/2026	Terran Harris	06/05/2026
Notes:				
10/1/26	Use Title I funds to support a Technology Assistant access to instructional technology aligned with school improvement goals.	Complete 06/30/2026	Melissa Mervin, Treasurer	06/30/2026
Notes:	.25 Technology Assistant supported with Title I funds.			
9/2/26	FAM-S Priority Item 4 - The leadership team will establish and implement a recurring literacy and MTSS professional-learning and coaching cycle focused on strong core reading instruction, targeted small-group instruction, intervention, progress monitoring, and effective instructional practices for Students with Disabilities.		Ebony Summers	01/30/2027
Notes:	Professional Learning and Coaching Cycle. FAM-S Leadership Aligned SIP Goals - Academic–Literacy and TSI–SWD Evidence: Professional-learning calendar, PLC agendas, coaching schedules, coaching logs, attendance records, and instructional resources			
6/9/26	Develop and maintain a master schedule that strategically allocates intervention blocks, PLC collaboration time, and instructional support personnel (MCL, CF, interventionists, EC and ML staff) to maximize support for identified student achievement goals and subgroup needs.		J. Kathy Acevedo	03/20/2027
Notes:				

6/9/26	Use student achievement, attendance, and progress-monitoring data to determine the deployment of interventionists, tutors, and instructional support staff to ensure resources are directed toward the highest-need students and grade levels.		Makalah Cobb	06/09/2027
Notes:				
9/2/26	FAM-S Priority Item 4 - Each quarter, the leadership team will review reading achievement data, coaching evidence, staff needs, and intervention implementation to determine whether professional-development time, coaching personnel, funding, substitute coverage, or instructional resources should be adjusted.		Terran Harris	06/10/2027
Notes:	FAM-S Item 4: Leadership team ensures ongoing professional development and coaching. Aligned goals: Academic–Literacy and TSI–Students with Disabilities Evidence: Quarterly data-review minutes, resource-allocation records, staffing schedules, intervention schedules, purchase records, and documented adjustments			
9/2/26	Provide after school tutoring for students with disabilities in literacy and math.		Sara Davis	06/10/2027
Notes:				
10/1/26	Use Title I funds to support a Multi-Classroom Coach and teacher-leader differentials to strengthen instructional coaching, collaborative planning, and intervention support aligned with school improvement goals.		Melissa Mervin, Treasurer	06/30/2027
Notes:	One Multi-Classroom Coach 2 position and differential as well as one Multi-Classroom Coach 1 differential are supported with Title I funds.			
10/1/26	Use Title I funds to support a Technology Assistant to strengthen access to instructional technology aligned with school improvement goals.		Melissa Mervin, Treasurer	06/30/2027
Notes:	.25 Technology Assistant supported by Title I funds.			

Core Function:	Domain 2: Talent Development			
Effective Practice:	**Practice 2B: Target professional learning opportunities**			
A3.03	**The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal and school leadership team review resources necessary to carry out instruction sucessfully,	Limited Development 10/02/2025		
How it will look when fully met:	When this indicator is fully implemented, Sedgefield Elementary will have strategically purchased instructional supplies and materials using Title I funds to directly support student achievement in reading, math, and science. Classrooms will be fully equipped with leveled texts, math manipulatives, decodable readers, and technology supports (headphones, devices, software) to ensure access for all learners, including English language learners and exceptional children. Materials purchased will not only support daily instruction but also family engagement initiatives. For example, Science Family Night will be supplied with hands-on STEM kits, experiment materials, and bilingual parent guides so families can actively engage in their child's learning. Parents will leave events with take-home science activity bags and informational resources that extend learning into the home.		**Catherine Leonard-Sidden**	**06/30/2027**
Actions		**1 of 2 (50%)**		
11/18/25	Conduct school and district walkthroughs using district rubrics to compile data about instructional effectiveness.	Complete 06/11/2026	Sara Davis	06/14/2026
Notes:				
10/2/25	Use Title I funds to purchase science supplies to support the integration of the new science and engineering practices.		Catherine Leonard-Sidden	02/28/2027
Notes:				

	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:			Sedgefield looks at school performance data (DIBELS, NWEA, classroom assessments and interim assessments) as well as aggregated classroom observation data to make decisions about school improvement and professional development needs.	Limited Development 10/01/2026		
How it will look when fully met:			When fully implemented, Sedgefield Elementary will regularly review student achievement data, progress-monitoring data, and aggregated classroom walkthrough/observation data to identify instructional strengths, needs, and trends. The Instructional Leadership Team and PLCs will use this information to determine school improvement priorities, coaching needs, professional development topics, and targeted instructional supports. Evidence of full implementation will include PLC and ILT agendas/minutes, walkthrough and observation summaries, coaching logs, professional development plans, student achievement and progress-monitoring data, intervention data, and documented adjustments to instructional practices and school improvement action steps based on identified trends.		**Sara McCollum**	**06/30/2028**
Actions				**0 of 2 (0%)**		
		10/1/26	Conduct bi-monthly data reviews through PLCs and the Instructional Leadership Team to analyze student achievement, progress-monitoring, and subgroup data and identify instructional priorities and needed supports.		Lakisha Graham	05/30/2027
		Notes:				
		10/1/26	Review aggregated walkthrough and observation data quarterly to identify schoolwide instructional trends and use the findings to plan coaching, professional development, and adjustments to school improvement strategies.		Sara Davis	06/30/2027
		Notes:				

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

Initial Assessment:	The school has established a comprehensive and responsive Multi-Tiered System of Support (MTSS) where teachers routinely analyze student data to deliver evidence-based instruction tailored to individual needs across Tier I (core), Tier II (targeted), and Tier III (intensive) levels. Teachers use universal screeners, progress monitoring tools, and diagnostic assessments to group students by need and provide differentiated instruction within the classroom. Intervention blocks are scheduled into the master calendar to ensure dedicated time for targeted supports without sacrificing core instruction.	Limited Development 09/16/2025		
How it will look when fully met:	The school will implement a comprehensive and responsive Multi-Tiered System of Support (MTSS) where teachers routinely analyze student data to deliver evidence-based instruction tailored to individual needs across Tier I (core), Tier II (targeted), and Tier III (intensive) levels. Teachers will use universal screeners, progress monitoring tools, and diagnostic assessments to group students by need and provide differentiated instruction within the classroom. Intervention blocks will be scheduled into the master calendar to ensure dedicated time for targeted supports without sacrificing core instruction. Instructional teams, support staff, and administrators will meet regularly to review data, monitor student progress, and adjust interventions using a problem-solving model. A culture of early identification, timely intervention, and collaborative problem-solving will be evident throughout the school. As a result, all students—including English Language Learners, Exceptional Children, and those needing enrichment—will receive the instruction and supports they need to make academic growth.		**Mindy Hathaway**	**06/30/2028**
Actions		**5 of 9 (56%)**		
9/16/25	Strong Academics: Review the Tiered Instructional Framework aligned with NC MTSS model.	Complete 02/03/2026	Terran Harris	01/30/2026
Notes:				

2/9/26	Select students with disabilities for participation in after-school tutoring using the following principles to guide decisions: Student-first & standards-aligned: Prioritize students with demonstrated gaps in foundational literacy/math and content-area skills that impede grade-level access. Multiple measures: Decisions must triangulate IEP goals, recent diagnostics, progress monitoring trends, and teacher input (with work samples). Growth potential: Include students not meeting projected percentiles for EOGs (per district models).	Complete 05/15/2026	Mindy Hathaway	05/20/2026
Notes:	8, 2 hour sessions.			
2/9/26	Sedgefield Elementary will implement explicit, structured instruction during after□school tutoring to strengthen reading comprehension, foundational literacy, and math comprehension for students with disabilities in grades 3–5. Tutors will model skills step□by□step, provide guided practice with immediate feedback, and offer multiple opportunities for students to apply new learning independently.	Complete 05/15/2026	Ebony Summers	05/20/2026
Notes:				
2/6/26	During the 2025-26 school year, Sedgefield Elementary School will implement the following evidence-based interventions to increase overall student performance: after-school tutoring for students with disabilities in 3rd-5th grades.	Complete 05/15/2026	Lakisha Graham	05/30/2026
Notes:	Weekly sessions for 2hours, 8 weeks.			
9/16/25	Strong Academics: MTSS Meeting Agendas/Minutes reflect regular progress monitoring discussions, data-based decisions, and plan adjustments.	Complete 07/30/2026	J. Kathy Acevedo	06/30/2026
Notes:				
9/2/26	Create a literacy progress monitoring calendar. Set calendar invites and put it in the newsletter.		Lakisha Graham	10/31/2026
Notes:				

9/2/26	FAM-S Priority Item 16 - The MTSS team will develop, communicate, and implement written K–5 reading decision rules that define criteria for identifying students, selecting evidence-based interventions, setting goals, determining progress-monitoring frequency, checking implementation fidelity, and continuing, intensifying, changing, or exiting support.		J. Kathy Acevedo	11/30/2026
Notes:	FAM-S Item 16: Decision rules are established for data-based problem-solving at each tier. Aligned goals: Academic–Literacy and TSI–Students with Disabilities Evidence: Written decision-rules document, MTSS flowchart, intervention menu, progress-monitoring calendar, staff presentation, and attendance records			
9/2/26	FAM-S Priority Item 16 - Grade-level PLC and MTSS teams will meet at least monthly to apply the established decision rules to reading data. Teams will document intervention placement, student goals, progress, implementation fidelity, and decisions to continue, intensify, change, or discontinue support.		Melissa Hakala, School Psychologist	06/10/2027
Notes:	Monthly Application of Decision Rules Evidence: PLC and MTSS minutes, student intervention plans, progress-monitoring graphs, fidelity checks, and documented instructional decisions			
9/2/26	FAM-S Priority Item 16 & ATSI SWD: Using ATSI Funds to cover substitute teachers, general education and EC teachers will jointly examine the reading performance and intervention response of Students with Disabilities. Teams will use the school's decision rules to adjust supplemental interventions while ensuring that MTSS supports complement—not replace—IEP services and specially designed instruction.		Mindy Hathaway	06/10/2027
Notes:	Responsible: EC Teachers, General Education Teachers, EC Lead Teacher, Interventionists, and MTSS Team Evidence: Collaborative planning records, student progress reports, intervention documentation, IEP progress data, and MTSS meeting minutes			

Core Function:		**Domain 3: Instructional Transformation**			
Effective Practice:		**Practice 3B: Provide rigorous evidence-based instruction**			
	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:	Instructional Teams routinely collaborate to design, review, and refine units of instruction that are fully aligned to the North Carolina Standard Course of Study for each subject and grade level. These units reflect evidence-based instructional strategies, clearly articulated learning targets, high-quality formative assessments, and embedded supports for diverse learners, including English Language Learners and students with IEPs. Instructional leaders and coaches provide planning protocols, exemplars, and just-in-time PD, reinforcing the expectation that rigorous instruction must be grounded in aligned, well-developed units of study. Over time, instructional delivery will become more coherent, scaffolded, and responsive to student needs, leading to measurable gains in achievement.	Limited Development 09/16/2025		
How it will look when fully met:	The school will have a clearly established, collaborative team structure in place, composed of teachers across grade levels and content areas. Each team will meet consistently during protected, scheduled times built into the master calendar, specifically for instructional planning, data analysis, and progress monitoring. These teams will function with defined roles and responsibilities (e.g., facilitator, recorder, data analyst) and will work toward shared academic goals. The urgency of instructional improvement will be evident in the way teams analyze student data, revise lesson plans in real time, and adjust tiered supports based on outcomes. Meeting norms and protocols will guide the work, and documentation will reflect alignment to school improvement priorities. Evidence & Data to Determine Full Implementation To determine that the objective has been fully met, the following evidence and data sources will be used: Quantitative & Qualitative Data • Team Meeting Logs & Agendas: Consistently show a focus on standards-aligned planning, data discussion, and progress monitoring tied to specific student needs. • Observation of Team Time: Walkthroughs or informal check-ins reveal active engagement in planning, with leadership (e.g., MCLs, CFs, Admin) supporting the work. Products of Planning:		**Sara Davis**	**06/30/2027**

	• Common Formative Assessments (CFAs) • Tiered small group plans • Adjusted lesson plans based on data • Instructional Schedules: Show protected time for team planning (minimum weekly). • Teacher Feedback (via surveys or plus/delta forms): Reflects that team time is effective, relevant, and connected to instructional priorities. Resources Utilized • Schoolwide instructional planning templates • Shared data discussion protocols • District pacing guides and NC Standard Course of Study • CFA data platforms (e.g., SchoolNet, NWEA, etc.) • Professional development on team facilitation and data cycles			
Actions		**2 of 4 (50%)**		
9/18/25	Host a African-American Wax Museum where students in 2nd - 5th grade research individuals of note and write a speech to be performed for parents and other students.	Complete 03/05/2026	Makalah Cobb	03/31/2026
Notes:				
9/16/25	Guilford Guarantee: Sedgefield Elementary will increase student awareness and excitement about career pathways by embedding career exploration activities into instructional units and transitional experiences in grades K–5, resulting in 100% of students completing a career interest reflection and participating in at least two career exposure events.	Complete 04/24/2026	Ardeanna Wideman	06/30/2026
Notes:				
9/2/26	Guilford Guarantee: Create and maintain a schoolwide google sheet where grade levels and departments enter their career spotlight for the 9 weeks by the second week of the new 9 weeks.		Raphael Davis	10/31/2026
Notes:				

		9/16/25	Guilford Guarantee: Career Spotlight Week" Integrated into Grade-Level Units Each quarter, instructional teams will design one career-themed lesson or unit connected to grade-level standards (e.g., community helpers in K, engineers in 3rd, scientists in 5th). Students will read texts, solve real-world problems, and complete projects tied to a career field. Reflections will be submitted in writing or drawings for a hallway gallery.		Ebony Summers	06/30/2027
		Notes:			
		A2.22	**All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Sedgefield students receive daily instruction in reading, literacy across the content areas (math, science and social studies), and both grade level small groups and small group instruction for intervention and/or enrichment. Students are assessed three times a year on NWEA, district interim assessments, and DIBELS. Data from these assessments and weekly common formative assessments are used to group students according to their instructional needs. Sedgefield has implemented a year-long plan to increase reading proficiency and enjoyment called "Tigers READ to ROAR!"	Limited Development 09/18/2025		
How it will look when fully met:			Teachers will employ four basic but critical elements of learning to expand their students' knowledge and skill bases: rich reading, writing, memorization, and vocabulary. While these are all independent tasks, they will be interrelated as well, and their complementary nature will help students learn more deeply and effectively.		**J. Kathy Acevedo**	**06/30/2027**
Actions				**3 of 4 (75%)**		
		9/18/25	Strong Academics: Implement daily structured phonemic awareness and phonics routines using research-based programs (e.g., UFLI and Morpheme Magic), followed by targeted small-group instruction aligned to DIBELS progress monitoring data.	Complete 06/11/2026	Meaghan Simmons	06/30/2026
		Notes:				

9/18/25	Strong Academics: Launch “Fluency Friday” and TIGERS Annotation” routines to build fluency and comprehension through repeated reading, expressive reading, and evidence-based annotations in fiction and nonfiction.	Complete 06/11/2026	Sara McCollum	06/30/2026
Notes:				
9/18/25	Strong Academics: Implement a weekly T.I.G.E.R.S. annotation protocol using grade-level complex texts, aligned to NC ELA standards and EOG question stems. Instructional teams will embed close reading, vocabulary acquisition, and written response strategies into weekly lesson plans.	Complete 06/11/2026	Sara Davis	06/30/2026
Notes:				
9/1/26	Sedgefield will participate in "One School. One Book" where each staff member reads chapters of the same book to the students in their room.		Sara Davis	01/30/2027
Notes:				

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**
Initial Assessment:			The school leadership team readies a list of materials needed for the school to effectively support family engagement in student learning.	Limited Development 10/02/2025		
How it will look when fully met:			When this indicator is fully implemented, Sedgefield Elementary will consistently use Title I funds to provide parents with practical supplies and materials that extend learning beyond the classroom and build strong school–home partnerships. Families will regularly receive bilingual literacy and math kits, take-home activity bags, manipulatives, practice workbooks, and grade-level guides that align with the North Carolina Standard Course of Study. Parent workshops and family engagement events, such as Literacy Nights, Math Nights, and Science Family Night, will be equipped with hands-on resources and informational packets so families can engage directly in their children's learning. Parents will leave with tools, materials, and step-by-step guides to reinforce skills at home.		**Terran Harris**	**06/30/2027**
Actions				**3 of 4 (75%)**		
		3/16/26	Host a morning breakfast and learn opportunity with parents called Doughnuts for Grownups to explain how they can support their children in math fact mastery and reading fluency through homework practice.	Complete 04/07/2026	Makalah Cobb	05/20/2026
		Notes:				
		11/18/25	Communicate the importance of reading for enjoyment and reading stamina with families by instituting frequent reading log challenges.	Complete 04/16/2026	Lakisha Graham	05/31/2026
		Notes:				
		1/13/26	Plan kindergarten kickoff during the school year to increase early enrollment and smooth transitions from home/prek to kindergarten.	Complete 04/30/2026	Natalee Hardin	06/14/2026
		Notes:				
		10/2/25	Using Title I funding, the school will host 4 parent learning activities to support literacy, science and math. Food for parents will be provided with Title I funds.		Raphael Davis	05/30/2027

Notes:				