

GATESVILLE ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2022 – 2023 PLANNING CYCLE



LEARNERS TODAY
LEADERS TOMMOROW

Joyeria Brothers, Principal

School Improvement Team 2022 – 2023

Joyeria Brothers – Principal

Nikki Galzerano – Pre-K

Ameshia Holland – Kindergarten

Yolanda Reid – First Grade

Tammy Evans – Second Grade

Lori Lolie – Third Grade/Instructional Coach/Co-Chair

Chris Stiles – Fourth Grade

Meredith Pritchett – Fifth Grade

Heather Matthews (Turner) – Media Specialist/Co-Chair

Tracey Carr – Teacher Assistant

Amanda Dillard – Exceptional Children

Aretha Ruffin – School Counselor

Dimensia Hall – Parent Representative

School Improvement Plan 2022 – 2023
Gatesville Elementary School

State Board of Education Goals

Goal 1: Eliminate opportunity gaps by 2025

Goal 2: Improve school and district performance by 2025

Goal 3: Increase educator preparedness to meet the needs of every student by 2025

Gates County Schools Vision and Mission Statement

Vision:

Gates County Public Schools will promote achievement through teaching, engaging and helping students become successful.

Mission:

Gates County Public Schools will work collaboratively with all stakeholders to provide a nurturing educational environment that empowers students to be college and career ready through utilizing technology and 21st century skills.

Gates County Public Schools are committed to inspiring all students to reach their maximum potential in becoming productive citizens.

Gatesville Elementary School

Vision: Learners Today Leaders Tomorrow

Mission: In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21st century.

“Dragon Strong”

Comparison of Data

End of Grade Tests: Students did not take an End-of-Grade Test due to school closure as a result of COVID-19 during the 2019-2020 school year.

Reading (EOG)

	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2021-2022			
Grade	Students attended the entire year	Students did not test	Students did not attend face-to-face majority of the year	Regional Comparison	State Comparison	Students did attend face-to-face entire year			
3rd	65.8	No Data	61.7	Scored above the average of 16 out of 17 counties	Above the state average of 45.2	29.4			
4th	51.1	No Data	47.2	Scored above the average of 13 out of 17 counties	Above the state average of 45.1	73.9			
5th	73.9	No Data	51.2	Scored above the average of all 17 counties	Above the state average of 42.4	23.3			

Math (EOG)

	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2021-2022			
Grade	Students attended the entire year	Students did not test	Students did not attend face-to-face majority of the year	Regional Comparison	State Comparison	Students did attend face-to-face entire year			
3rd	95.8	No Data	53.2	Scored above the average of 13 out of 17 counties	Above the state average of 44.5	94.1			
4th	38.3	No Data	30.6	Scored above the average of 8 out of 17 counties	Below the state average of 37.8	54.3			
5th	63.0	No Data	45.0	Scored above the average of 14 out of 17 counties	Above the state average of 42.0	43.3			

Science (EOG)

	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2021-2022			
Grade	Students attended the entire year	Students did not test	Students did not attend face-to-face majority of the year	Regional Comparison	State Comparison	Students did attend face-to-face entire year			
5th	82.6	No Data	52.5	Scored above the average of 12 out of 17 counties	Slightly below the state average of 53.9	56.7			

Analysis

Despite the national COVID pandemic, students were taught face-to-face consistently for the entire 2021-2022 school year. When comparing our school scores from 2020-2021 to 2021-2022, most areas showed an increase in student achievement. The increases were in 4th grade Reading, 3rd & 4th grade Math, and 5th grade Science. There was a significant decrease in 3rd & 5th grade Reading and a slight decrease in 5th grade Math. We consider these scores to be indicative of some learning gaps in which we need to fill and have included action steps to improve student achievement in all areas tested.

GES Goals

Gatesville Elementary Staff will:

- Decrease office referrals and bus referrals
- Meet or exceed growth for all subgroups (Meets Growth-70.0-84.9; Exceeds Growth-85.0-100.0)
- Increase proficiency in Reading and Math (Expecting larger gains in 5th Grade)
- Implement Social Emotional Learning (SEL) for students at least weekly
- All Gates County School facilities will provide a safe, clean, caring, orderly, and positive environment that supports and is conducive to learning. All schools will follow district safety guidelines and procedures as written in the Emergency Response Manual.

Matching Dimensions and Indicators from NC Star (IndiStar)

Dimension: Instructional Excellence and Alignment

- Indicator A1.07- All teachers employ effective classroom management and reinforce classroom rules and procedures. **(High expectations for all staff and students)**; Indicator A4.06- All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. **(Student support services)**

Dimension: Leadership Capacity

- Indicator B1.03- 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. **(Strategic planning, mission, and vision)**; Indicator B3.03- The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. **(monitoring instruction in school)**

Dimension: Professional Capacity

- Indicator C2.01- The LEA/School looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. **(Quality of professional development)**

Dimension: Families and Community

- Indicator E1.06- The School regularly communicates with parents/guardians about its expectations of the curriculum of the home (what parents can do at home to support their children's learning). **(Family engagement)**

Strategies to Implement/Continue

We will use the following strategies/resources to minimize the gap among subgroups and to raise achievement:

Dragon Fire Intervention Time to individualize instruction, iReady, Learning stations, Leveled/Decodable readers, Schoolnet assessments (use data to drive instruction), NC Check-Ins, Formative and summative assessments, Data sheets to track progress, Interventions suggested by the Child Study/MTSS Team, LETRS Initiative, Letterland, Wonders, Ready Math, Strategies learned from professional development, UNC Science Center/Morehead Planetarium, Role models to encourage all students (included because of the difference in achievement between males and females in the past), Mentors assigned to students with academic and/or behavior challenges, Partner with 4-H, Collaboration with Exceptional teachers as resources, Technology to enhance instruction, Specialty teachers to integrate subjects (Dance, Art, PE, Music, and Library), Small 1:1 Groups to review concepts already taught, In-school tutoring, After school tutoring

We will use the following strategies/resource s to decrease office and bus referrals:

PBIS, PBIS Matrix, Class meetings, School guidance sessions, Kelso's Choices, Bus Compacts, Social emotional lessons, Counseling sessions, Positive behavior videos, Parent contact logs, Student Reflection forms, Conferences with students and/or parents, Professional development, Sanford Harmony, Class/Individual behavior logs, Class Dojo

We will use the following strategies/resources to introduce social-emotional learning:

PBIS, PBIS Matrix, PBIS celebrations, Class meetings, School guidance sessions, Kelso's Choices, Social emotional lessons, Counseling sessions, Positive behavior videos, Parent contact logs, Student Reflection forms, Conferences with students and/or parents, Professional development, Sanford Harmony, and Mindfulness

Last School Grade Obtained---Overall: Grade “C”

We will continue to work on raising proficiency for all grade levels/all subjects; however 5th Grade Reading and Math will be an area of focus.

Comprehensive Plan Created in NC Star

Note: Implementation Status – We have achieved completion for some of the indicators included in NC Star; however, we will be working on most areas during the next 3 year period. Some goals have been extended as the team deemed that action was appropriate.

Comprehensive Progress Report

Mission:

In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21st Century.

Vision:

Learners today, leaders tomorrow.

Goals:

Every students will be respectful, orderly, accountable, and responsible.

Every subgroup will meet or exceed growth in reading, math, and science.

All students will increase proficiency in reading and math.

Implement Social Emotional Learning for students at least weekly.

All Gates County School facilities will provide a safe, clean, caring, orderly, and positive environment that supports and is conducive to learning. All schools will follow district safety guidelines and procedures as written in the Emergency Response Manual.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	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
Initial Assessment:			Decrease bus and office referrals • Student bus compacts • Additional staff interventions when students are upset • Character Education • Pyramid Model - PreK • Mrs. Ruffin's guidance classes (expectations for bus, classroom, car riders, recess, cafeteria) • Mentor/Mentee relationships between staff and students	Limited Development 09/16/2019		

	• Character/Student of the Month • Mrs. Matthews's Couch (voluntary space for students to get their thoughts together, calm down, or reflect upon their behavior) • CMS teachers were given copies of 504s for grades 2 through 5 so they can provide behavior/academic accommodations in their classes • Repeating/discussing rules/procedures on the PBIS Behavior Matrix • Behavior is being addressed immediately as it arises to provide consistency • Class Dojo (communication) • Behavior notebooks (student specific) • Behavior expectations • Revamped PBIS Team (targeted goals each month, data analysis, consistency) • Social Studies instruction - building classroom communities • Kelso's Choices • PBIS Matrix			
How it will look when fully met:	When this objective is fully met, we will have an increase in positive behavior throughout our school. Students will use techniques for conflict resolution such as Kelso's Choices (showing self-control and making positive choices). The resources that will be used include Kelso's Choices, PBIS Behavior Matrix, Guidance Counselor, Class Dojo, Mentors, and all staff. • PBIS Data • Decrease in office and bus referrals • Class Meeting Logs • Guidance Classes		Aretha Ruffin	06/09/2023
Actions		1 of 4 (25%)		
	9/16/19 All students who ride the bus and their parents will be given bus compacts outlining appropriate behavior and expectations during bus rides.	Complete 09/30/2022	Aretha Ruffin	09/30/2022
	Notes:			
	9/16/19 Each teacher will conduct classroom meetings at least once a week to discuss rules, procedures, positive behavior, PBIS Behavior Matrix, etc.		Aretha Ruffin	06/09/2023
	Notes:			
	9/16/19 Our principal and guidance counselor will conduct mini assemblies for		Aretha Ruffin	06/09/2023

each grade level as needed throughout the school year.

Notes:

9/16/19 The students in our school will participate in character education activities such as the Pyramid Model (PreK), Character Trait of the Month, and Student of the Month.

Aretha Ruffin

06/09/2023

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			- District-wide pacing guides - Weekly lesson plans - Monthly grade level/subject area PLC meetings - Vertical and horizontal planning	Limited Development 10/30/2019		
<i>How it will look when fully met:</i>			Each subject and grade level will have standards aligned units of instruction. Evidences include walkthrough observations, formal evaluations, lesson plan checks, and pacing guide submissions.		Joyeria Brothers	06/09/2023
Actions				0 of 5 (0%)		
10/30/19 Walkthrough observations					Lori Lories	01/04/2023
<i>Notes:</i>						
10/30/19 Teachers will submit pacing guides for each subject area/grade level they teach.					Lori Lories	01/04/2023
<i>Notes:</i>						
10/30/19 Formal teacher evaluations					Joyeria Brothers	01/04/2023
<i>Notes:</i>						
10/30/19 Teachers will have weekly lesson plans visible in their classroom.					Joyeria Brothers	01/04/2023
<i>Notes:</i>						
11/8/21 We will have PLC meetings to modify lesson plans and pacing guides.					Lori Lories	01/04/2023
<i>Notes:</i> Documentation of these meetings will be submitted to principals, Instructional Support Coaches, and the Assistant Superintendent.						

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	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:			- Child Study/MTSS Team - Whole and Small Group Instruction - Dragon Fire - Tutoring	Limited Development 11/25/2019		
How it will look when fully met:			- Students are receiving quality whole group instruction. - Interventions are being implemented for at-risk students. - Additional support is provided by tutors during or after school.		Kendal Owens	06/09/2023
Actions				0 of 1 (0%)		
11/25/19 Creation of evidence-based instructional resources					Kendal Owens	06/09/2023
<i>Notes:</i>						
	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
Initial Assessment:			The PBIS Team plans PBIS Celebrations for students recognizing positive behavior. The PBIS Team presented strategies to increase positive behavior. Teachers rely on the school counselor, Exceptional Children's teachers, and the principal for support and interventions. Currently, we have support from behavior specialists to help manage extreme student behaviors. An outside counseling agency comes in to have sessions with specific students. She has given additional strategies to try in the classroom. We have selected a group of students to participate in the Genesis (Mentoring) Program. Our at-risk students have been assigned to staff mentors to help increase positive behavior and to help foster positive relationships.	Limited Development 11/18/2019		

How it will look when fully met:			We want to decrease negative behavior in two specific areas: aggressive behavior and disrespect. We will use office and bus referral data to assess if the program is working. Additionally, our school counselor will use the lessons in her guidance teaching sessions. We will continue to use other effective strategies to help students manage their emotions and find ways to resolve conflicts peacefully. The CMS teachers will attempt to implement mindfulness during their lessons.		Amanda Dillard	06/09/2023
Actions				0 of 5 (0%)		
11/18/19 Use Sanford Harmony Program to help students manage emotions and increase positive behavior. <i>Notes:</i> The Guidance Counselor will incorporate lessons from Sandford Harmony into her sessions with students.					Aretha Ruffin	06/09/2023
11/18/19 The CMS teachers will incorporate mindfulness in some of their lessons for students. <i>Notes:</i>					Heather Matthews	06/09/2023
11/18/19 Each homeroom teacher will use strategies suggested by the PBIS Team. <i>Notes:</i>					Aretha Ruffin	06/09/2023
11/18/19 Have teacher mentors meet with student mentees weekly. <i>Notes:</i>					Aretha Ruffin	06/09/2023
8/25/21 SEL activities will be implemented by various teachers at least once a week. <i>Notes:</i>					Aretha Ruffin	06/09/2023
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date	
Initial Assessment:			Limited Development 11/18/2019			
How it will look when fully met:					Nikki Galzerano	06/09/2023

Actions		0 of 2 (0%)		
11/18/19	We will set up a day for students to visit the classrooms of the teachers of the next grade level.		Heather Matthews	06/09/2023
Notes:				
11/18/19	Teachers will create brochures/documents for each grade level that will be distributed to students and parents to indicate what students should know when they enter a particular grade level, what is expected of them in the current grade level, and what is expected in the next grade level.		Lori Lories	08/24/2023
Notes:				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- SIT agendas - SIT minutes - Record of SIT members - Updates to the School Board	Full Implementation 08/17/2022		
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
Initial Assessment:		- Monthly Data PLC meetings - Monthly SIT meetings - Monthly school and district MTSS meetings - Monthly school and district grade level PLC meetings - Monthly staff meeting presentations - Staff presentations on PD days	Limited Development 09/23/2019		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:		Our school and district teams will work together to close the achievement gaps between grade levels and subgroups, increase student proficiency and growth, and review effective instructional strategies.		Lori Lories	06/09/2023

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Actions		0 of 3 (0%)		
	9/23/19 Vertical Planning Notes:		Joyeria Brothers	06/09/2023
	9/23/19 PLC meetings Notes:		Lori Lolies	06/09/2023
	9/23/19 Mini-PD during staff meetings Notes:		Lori Lolies	06/09/2023
Implementation:		01/20/2021		
Evidence	1/20/2021			
Experience	1/20/2021			
Sustainability	1/20/2021			

Core Function:	Dimension B - Leadership Capacity	
Effective Practice:	Distributed leadership and collaboration	

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- Grade level teams have planning at the same time - School Improvement Team, PBIS team, Child Study/MTSS, Hospitality - PLC/Data monthly meetings	Limited Development 11/25/2019		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		All staff are involved in meetings that improve the overall needs of our school and students.		Joyeria Brothers	06/09/2023
Actions			0 of 1 (0%)		
11/25/19 Vertical and horizontal planning to address gaps in curriculum				Joyeria Brothers	06/09/2023
Notes:					
Implementation:			01/20/2021		
Evidence		1/20/2021			
Experience		1/20/2021			
Sustainability		1/20/2021			
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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:		The principal conducts walkthroughs and formal observations. The Instructional Coach conducts walkthroughs. Constructive feedback is given via e-mail or verbal communication.	Limited Development 08/17/2022		
How it will look when fully met:		- Walkthrough observations - Formal observations - NCEES data		Joyeria Brothers	06/09/2023

Actions		0 of 2 (0%)		
8/17/22	The principal will conduct walkthroughs and formal observations.		Joyeria Brothers	06/09/2023
<i>Notes:</i>				
8/17/22	The Instructional Support Coach will conduct informal walkthrough observations.		Lori Lolies	06/09/2023
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	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:			- Teachers maintain data notebooks that include STAR data, Benchmark data, EOG data, Discipline/PBIS data, iReady data, mClass data, etc. - Teachers meet with the Principal monthly to analyze this data and develop plans for addressing student needs. - The Principal and Instructional Support Coach meet to analyze classroom walkthrough data. - Teachers meet with their grade level teams across the district to analyze student performance on assessments such as Benchmarks, NC Check-Ins, STAR Reading, STAR Math, mClass, iReady, etc.	Limited Development 10/30/2019		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			- Teachers will use formative assessment data to inform their instructional practices and increase the academic success of their students. - Teachers will engage in professional development opportunities to learn more about how to analyze data. - MOY (Middle of the Year) data will be used to develop interventions and strategies to meet the needs of students who are not proficient in reading and/or math. - Monthly vertical planning meetings will be used to determine		Lori Lolies	06/09/2023

		gaps in instruction based upon school data trends. Professional development will be provided during staff meetings and built-in PD days.			
Actions			0 of 2 (0%)		
10/30/19 Monthly Grade Level Data PLC Meetings				Joyeria Brothers	06/09/2023
Notes:					
10/30/19 Professional development on iReady.				Joyeria Brothers	06/09/2023
Notes:					
Implementation:			02/17/2021		
Evidence	2/17/2021 i-Ready PD Rosters				
Experience	2/17/2021 Multiple trainings for i-Ready Reading and Math 8/12/2020 8/14/2020 9/2/2020 12/7/2020 2/8/2020				
Sustainability	2/17/2021 Continue working with i-Ready Representatives to engage in i-Ready PD				
Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
Initial Assessment:		The district Human Resources Staff posts all vacant jobs on the website. This information is sent to district staff as well. Our district uses Teacher Match as the online application system for hiring. Some of the administrators and staff have attended Job Fairs to recruit and hire for the district. The Human Resources Director has reached out to nearby universities/colleges to secure applicants. When there is a vacancy, a requisition is completed to replace staff. Teachers and administrators are evaluated in NCEES (Unified Talent). Staff members are rewarded at their respective schools. Our district recognizes a Teacher of the Year, Support Staff of the Year, and Principal of the Year. Exceptional Children's Staff members are highlighted by the	Limited Development 08/17/2022		

Exceptional Children's Director.

How it will look when fully met:

Staff Rewards:

- Shout outs/Dragon Roars (email and intercom)
- Teacher of the Year
- Breakfast from Central Office
- Years of Service pins
- Teacher appreciation gifts from Central Office

Ideas to Increase Teacher Retention:

- Technology
- Stipends/Bonuses

Heather Matthews

06/09/2023

Actions

Notes:

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Fire drills and sanitation checks are conducted monthly. Lockdown drills are performed to ensure that emergency policies and procedures are followed. There is also a Critical Response Incident Box readily accessible in the case of an incident and/or emergency.	Limited Development 10/28/2022		
How it will look when fully met:			We already feel this indicator for the most part is being met. We do however recognize that there is some work to be done in the area of school cleanliness. The objective will be met fully when the entire school is cleaned daily on a regular basis.		Joyeria Brothers	01/31/2023
Actions				0 of 3 (0%)		
	10/28/22	-Continue conducting monthly fire drills and sanitation checks.			Joyeria Brothers	01/31/2023
			Notes:			
	10/28/22	-Remain updated on Lockdown Drill and Critical Incident Response procedures.			Joyeria Brothers	01/31/2023
			Notes:			
	10/28/22	-Work closely with custodial staff to ensure the building is being			Joyeria Brothers	01/31/2023

cleaned routinely as it should.

Notes: Will communicate with custodial staff to ensure all cleaning is completed daily as required by the principal.

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
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>		- Open House - Face-to-face meeting with parents/guardians at the beginning of the school year. - Ready Lesson Family Letters - Informs parents/guardians of the concepts and skills that students are learning in math - iReady Parent Reports - Gives current reading and math levels and ways in which families can support their students at home - Pre-K Progress Reports - Current student levels and upcoming curriculum plans - Parent-Teacher Conferences - Planned throughout the school year to discuss academic and behavioral performance - Read to Achieve Parent Night - Title I Family Night	Limited Development 10/21/2019			
<i>How it will look when fully met:</i>		- Parent-Teacher Conferences for students who are not on grade-level - Family Letters - Grade Level Newsletters - Reading and Math Family Night - Science Night		Joyeria Brothers	06/09/2023	
Actions			0 of 5 (0%)			
11/25/19 Parent and teacher conferences for students who are not on grade level				Joyeria Brothers	06/09/2023	
<i>Notes:</i>						
11/25/19 Send Ready Family Letters at the beginning of each new math unit				Lori Lories	06/09/2023	
<i>Notes:</i>						
11/25/19 Kindergarten Newsletter				Ameshia Holland	06/09/2023	
<i>Notes:</i>						
11/25/19 Reading and Math Family Night				Joyeria Brothers	06/09/2023	

Notes:

8/25/21 Science Night

Kendal Owens

06/09/2023

Notes: