

Comprehensive Progress Report

Mission:

Working in partnership with parents and community, the Queen's Grant Community School will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Vision:

Our vision is to collaborate with all staff, scholars, parents, and community member to represent and execute a life of P.I.N.S. This requires a mindset of Preparing, Inspiring, Nurturing, and Success. Our vision is that in all that we do falls under the umbrella of P.I.N.S. - We come prepared every day to give it our all. We prepare all students to be successful in all they do. We inspire them to not only be aware of their academics, morals, decisions, and actions but to be accountable for them as well. We as the leadership team want to inspire educators to be all and do all they can to make each day a day of learning for all. With all of that and more it will only lead to success; success within the day, within their academics, within their values, and for the rest of their lives.

Goals:

By June of 2027, Queen's Grant will increase academic proficiency in school, district and state performance. (C2.01)

By June of 2027, Queen's Grant will increase teacher preparedness to increase student achievement.

By June of 2027, Queen's Grant scholars in low performing sub groups will increase in academic proficiency.



Activity in the last 12 months

! = 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:			As of March 2020 the principal currently monitors curriculum and classroom instruction in many different ways. As a part of weekly O3s with all Dean Team members she observes all grades, special areas, and support staff with their assigned dean. After observations and/or actions she consistently gives feedback, coaching opportunities, best practices, and next steps with an actionable step for specific teacher(s) and dean(s). As a part of monthly meetings, the leadership Team complete classroom observations and calibrate together to discuss next steps, glows, and grows. The principal monitors curriculum with a hard turn in date of lesson plans in order to reflect, adjust, or give feedback.	Limited Development 03/12/2020		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Fully implemented includes, but not limited to, Instructional monitoring (walkthroughs, observations, lesson plan feedback, instructional feedback) will continue to happen consistently as the year progresses. Professional Learning Communities and Professional Learning Opportunities will occur consistently and meet the needs of the team/school. Administrative visibility will be frequent and ongoing. The culture of the school will remain on instruction despite day-to-day managerial items. Evidence of full implementation could include an audit of how the principal spends her time (weekly calendar, etc.). It could also include copies of feedback notes left for teachers, video of planning or data conversations or teacher feedback about principal visibility including the GLINT and staff survey given twice a year. This could also include full lesson observations, O3 Notes with deans, and PLC Notes.	Objective Met 06/25/25	Krista Tolchin	05/23/2025
Actions						
3/12/20			Schedule daily/weekly walkthroughs with deans	Complete 10/25/2019	Krista Tolchin	11/01/2019
Notes:						

3/12/20			Observe all BTs including pre/post conference	Complete 02/14/2020	Krista Tolchin	02/19/2020
Notes:						
3/12/20			Schedule O3s with all Dean Team staff	Complete 08/23/2019	Krista Tolchin	08/31/2020
Notes:						
3/12/20			Schedule & Execute Leadership walkthroughs with DSQ	Complete 06/20/2025	Krista Tolchin	05/23/2025
Notes:						
Implementation:				06/25/2025		
Evidence			6/25/2025 Dean and Principal O3 notes, Use of QG dashboards that provide daily to weekly information tied to student data.			
Experience			6/25/2025 The leadership team collaborated with one and another to fully implement this objective.			
Sustainability			6/25/2025 The team will need to continue to the process of calibration walk throughs, collaborative observations and other leadership best practices to ensure this is still being met.			
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
Initial Assessment:			NHA and Queen's Grant align resource allocation (money, time, human resources) with the school's instructional priorities to enhance student learning and achievement. Needs assessments and surveys are collected from stakeholders and then analyzed by: 1. Data Collection: Gather data on current resource allocation, including financial expenditures, staffing levels, teacher experience, and student demographics. 2. Identify Gaps: Analyze the data to identify inequities in resource distribution and areas requiring additional support. 3. Establish Resource Allocation Priorities Then the school defines priorities: Based on the needs assessment, collaboratively define resource allocation priorities linked to student performance goals. NHA, the grants coordinator, District of School Quality partner, business partner and principal meet 2x year. The team uses a resource allocation template: this outlines how resources will be distributed, ensuring alignment with instructional goals and adhering the law. During our meeting we review existing budgets and analyze	Limited Development 06/25/2025		

current budgets to identify funds that can be redirected towards high-priority areas. During the meeting the discussion includes equitable distribution of resources by:

Targeted Allocation: Direct additional resources (funding, personnel, support) to schools and students with the greatest needs.

Monitor Resource Use: Regularly review how resources are being utilized to ensure they align with the instructional priorities. The Professional development plan is reviewed and identifies training needs: Assess staff professional development needs based on instructional goals and student performance data.

Targeted PD Programs: Develop or source targeted professional learning programs that align with identified needs and instructional priorities.

Queen's Grant is working to better understand the available resources and leverage these supports more effectively. By better understanding the resources that work, we will respond with implementation. We need a research based EC curriculum that leverages teaching, progress monitoring and growth for the special populations division.

2/17/26: Currently the reading tools available through NHA for special education include Reading Mastery and Corrective Reading. These tools are used with certain groups but we have found that it is not a one size fits all tool. For math tools NHA has made Bridges Intervention available. This tool is used with certain groups but we have found that it does not meet the needs of our middle school students in math. For benchmarking and progress monitoring we have tools like Aims Web, mClass and Goalbook. Goal book is utilized to develop IEP goals and pull resources that align with the goals for instruction and progress monitoring. The special education team has also started researching programs for early literacy instruction like UFLI and Spire as well as modifying From Phonics to Reading which is our K-2 core phonics program. We will continue to vet programs as well as communicate needs to NHA.

How it will look when fully met:	The school can ensure that its resources are effectively aligned with its instructional priorities, ultimately leading to improved student outcomes and school performance. A responsive resource allocation strategy that evolves with the needs of the school community. Increased transparency and accountability in resource allocation efforts. Enhanced teacher effectiveness linked directly to school improvement goals. Resource allocation strategy that responds to emerging needs and student performance data. Identify inequities and prioritize resource needs based on instructional goals.		Krista Tolchin	06/12/2027
Actions		2 of 4 (50%)		
6/25/25	Conduct a Comprehensive Needs Assessment yearly	Complete 05/01/2026	Krista Tolchin	05/01/2026
Notes:				
6/25/25	Hold a yearly meeting with DSQ and Business partner to create equitable distribution of resources, focusing on schools with the greatest needs and review resource allocation effectiveness, adjusting as necessary based on ongoing data collection. During this meeting, conduct a review of current staff capabilities and align hiring, placement, and professional development with school improvement goals.	Complete 05/01/2026	Krista Tolchin	05/01/2026
Notes:				
6/25/25	Create a professional development plan that addresses identified areas of need among staff, aligning with instructional priorities.		Krista Tolchin	10/30/2026
Notes:				
6/25/25	Hold stakeholder engagement to meetings to gather input from teachers, parents, students, and community partners. (Surveys) Collect and analyze the feedback from the surveys.		Krista Tolchin	05/30/2027

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As of March 2020, the LEA works with colleges and universities for practicum and student teaching which often leads to recruitment. We follow the state guidelines for evaluation. The district (NHA) allows our school to hire TIR (Teacher in Residence) in March so we can hire early to get a more qualified candidate. These projections of TIRs come from data based on current teacher turn-over rates. We have beginning teacher support at the district and school level. At the district level new teachers participate in a week long professional development retreat. At the school level, teachers receive a mentor as well as a committee to focus on best practices and strategies to support their teaching journey. Despite these efforts, it is often still challenging to recruit and retain high quality and effective/exemplary staff.	Limited Development 03/12/2020		
<i>How it will look when fully met:</i>			At full implementation, the school will have high functioning teachers and leadership, recruit effective teachers and compensate them for effective work. There will be a high percentage of retention among high performing staff. The school will see a significant increase in student achievement and growth data. A final strategy that will be evident is a clear teacher pipeline at the school level in which teachers are able to embrace leadership opportunities that demonstrate impact on student growth and proficiency as well as leading adults. The school will serve as a model within the district in which teachers refine their craft based upon teacher leaders leading professional development, model classroom visits, peer observations and coaching as well as high leverage coaching from school based instructional leaders.		Krista Tolchin	06/10/2026
<i>Actions</i>				0 of 1 (0%)		
	3/12/20		Put this on Leadership Agenda for summer planning for 2024-2025 school year and create action steps.		Krista Tolchin	06/10/2026

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, Queen's Grant has implemented a common curriculum in math in K-5 (Bridges) and 6-8 (Illustrative Math). Deans and teachers have been trained in the curriculum to increase the effectiveness of each program. There are continued trainings through working with the Curriculum and Instruction team and regional trainings. Queen's Grant staff use the common assessments with increasing fidelity. There is still some inconsistency with full implementation of lesson content including math pedagogy and common assessments. Teachers, deans, and principal review common assessment and benchmark data to identify standards that are scoring at or above proficiency and standards that are scoring below proficiency. Remediation through whole group and small group reteach happens after analysis of standards.	Limited Development 03/12/2020		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	At full implementation, end of grade math test data will increase to 60% proficiency or higher across all grade levels. Each grade level cohort will increase math proficiency based on the end of grade assessment. Teachers will consistently implement common assessments that are imbedded in each grade level's curriculum. Grade levels that require more intervention have been targeted and supplied with the resources needed to increase growth and proficiency. Teachers will review common assessment and benchmark data after each assessment is completed to determine the proficiency of the standard from whole group perspective to individual student understanding. Deans, interventionists, and SIT will review the math common assessment and benchmark data regularly (every 4-6 weeks) to determine next steps for grade levels and wing bands. Curriculum and Instruction support will be provided throughout the year for both teachers and administration to increase the level of curriculum implementation.			Krista Tolchin	06/06/2027
Actions			7 of 10 (70%)		
3/12/20	Monitor school-wide data sources at BOY to determine PD needs/identify gaps in instruction until new data source is available MOY.		Complete 10/25/2019	Krista Tolchin	11/02/2020
Notes:					
3/12/20	ELL/Intervention PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort.		Complete 02/22/2021	Brittany Tucker	11/30/2020
Notes:					
3/12/20	K-2 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort.		Complete 02/22/2021	Errin Schie	12/18/2020
Notes:					
3/12/20	3-5 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort.		Complete 02/22/2021	Lisa Evans	12/18/2020
Notes:					

3/12/20	6-8 PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort.	Complete 02/22/2021	Philip Adam	12/18/2020
<i>Notes:</i>				
3/12/20	All special education PLCs will create goals aligned with our school and district goals to help drive the work done in their cohort.	Complete 02/22/2021	Errin Schie	12/18/2020
<i>Notes:</i>				
10/17/22	Review common assessment data in teacher/dean O3s and dean/principal O3s to review proficiency and create teacher driven next steps for instruction.	Complete 06/06/2025	Krista Tolchin	03/15/2025
<i>Notes:</i>				
3/12/20	Differentiated professional develop is needed to meet the needs of our staff. Differentiated PD will be offered at various staff meetings, data dives and professional development days.		Krista Tolchin	12/20/2026
<i>Notes:</i> Neuroscience professional series that began during opening professional development and has continued.				
2/17/26	Planned meetings (PLC) with EC staff and gen-ed teachers to review SWD student data and make instructional decisions based on common assessment, check in data, and teacher observation notes.		Errin Schie	12/20/2026
<i>Notes:</i>				
2/17/26	On going professional development for EC staff for curricular pieces that apply to their scholars academic needs.		Errin Schie	12/20/2026
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	2/22/2021 PLC notes and agendas Preliminary end of grade math assessment scores are above 60%. Preliminary end of grade math assessment scores show at least a 5% increase from 23-24 school year.			
Experience	2/22/2021 All grade level PLCs have used their existing data to create and monitor individual scholar goals.			
Sustainability	2/22/2021 All weekly PLCs will continue			

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>			Over the past several years, tiered intervention has been a top priority. MTSS and its supports have intensified our efforts. The school is fortunate to have interventionists to help provide support along side the general education teachers. School data shows that as a school a number of scholars score just below the proficiency. These students are considered on the 'bubble'. These scholars are identified and receive differentiated classroom instruction along with support from intervention staff. Teachers are concentrating in the K-2 classrooms on foundational skills through the curriculum and in small groups based on mclass data. In upper elementary and middle school, core instruction has been strengthened through utilizing common assessment data to inform instruction. A master schedule allows for streamlining of Interventionists to serve our K-8 school and overall needs and provides a daily scheduled intervention for K-5 and an every other day schedule for 6-8. Queen's Grant works with a Curriculum & Instruction team to provide support for classroom instruction along with dean coaching aligned to instructional practices. Regional PD is offered multiple times a year for strong collaboration amongst schools. New staff attend various PD throughout the school year to increase their knowledge of the procedures and structures of core instruction. Queen's Grant has focused on shortening the assessment cycle and the use of common and formative assessments to collect and analyze student performance in order to influence the direction of instruction for all learners. Shortening the assessment cycle increases differentiation in the general education classroom and in intervention settings. Queen's Grant has also created processes and procedures for data dive sessions that include several hours per session after benchmark sessions to determine learning standards that students performed above, at or below grade level on and what the appropriate response to that data should be. This could include whole group to small group remediation with research based interventions.	Limited Development 06/24/2025		

How it will look when fully met:	Teachers will utilize research from Science of Reading along with Phonics to Reading, Reading Mastery, guided reading, Math numeracy, core instructional teaching practices and common assessment data for core instruction and intervention needs. Researched based interventions in reading include: explicit phonics instruction, repeated reading/choral & partner reading for fluency, teacher modeled think alouds for comprehension. Research shows these interventions support explicit instruction, immediate feedback and systematic approaches which positively impact student gains and growth. These RBIs will take place in core instruction as well as small group instruction including intervention, ML, and EC. Researched based intervention in math include: concrete to representational to abstract approach, error analysis & corrective feedback, explicit instruction & modeling, math manipulatives, number talks (math stories). Research shows these interventions support explicit instruction, immediate feedback and systematic approaches which positively impact student gains and growth. These RBIs will take place in core instruction as well as small group instruction including intervention, ML, and EC. Evidence: lesson plans, classroom observations, formative and progress monitoring data. Tiered groups will show growth on assessment data. <u>Evidence:</u> Formative and progress monitoring data.		Philip Adam	12/20/2026
Actions		3 of 6 (50%)		
6/25/25	Conduct professional development sessions to define and explain the MTSS framework and its tiers, referencing state guidelines and research.	Complete 08/19/2025	Errin Schie	08/30/2025
<i>Notes:</i>				
6/25/25	Schedule regular, structured meetings for teachers to discuss instructional practices and share feedback on classroom strategies and collaborate.	Complete 10/01/2025	Philip Adam	09/30/2025
<i>Notes:</i>				
6/25/25	Use universal screeners and diagnostic assessments to regularly evaluate student progress and determine tier placements	Complete 11/20/2025	Errin Schie	11/20/2025

<i>Notes:</i>				
2/17/26	EC team will set N count goal for the SWD subgroup. N count scholars will be identified by name and shared with general education teachers.		Errin Schie	12/01/2026
<i>Notes:</i>				
2/17/26	EC and general education staff will monitor students with SWD performance on check ins and common assessment data leading up to the end of grade assessments. Instructional decisions will be based on the monitoring of students with SWD performance.		Errin Schie	12/20/2026
<i>Notes:</i>				
6/25/25	Hold PLCs on differentiated instruction, data analysis, and effective teaching strategies, focusing on student assessment data.		Catherine Christiansen	12/20/2026
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			School wide use of the classroom framework rubric that includes classroom culture descriptions for routines and procedures and other items that relate to classroom management. The use of the Behave with Care management system that provides a foundation for supporting positive classroom management. PD, weekly O3s, and staff meetings that target classroom management trends.	Limited Development 06/29/2023		
<i>How it will look when fully met:</i>			Classroom framework rubric is implemented in every classroom as their is clear indication of a positive rewards system and specific routines and procedures that are rehearsed and practiced. Classrooms are set up for accessibility and to reduce negative behaviors with a focus on seating and other environmental controls. The Behave with Care system is implemented to reduce the disruption of learning and reduce the removal of students. School/Wing/Grade level/Classroom and when and where behavior counts occur will be monitored as the indicator is assessed.		Errin Schie	12/20/2026
Actions				1 of 3 (33%)		
6/29/23	Staff will create ten day culture plans to include implementation and practice of routines and procedures.			Complete 08/30/2024	Errin Schie	08/23/2024

Notes:				
6/29/23	Professional development on the new and improved Behave with Care system.		Krista Tolchin	08/31/2026
Notes:				
6/29/23	Behavior counts monitored weekly in leadership meetings.		Philip Adam	12/20/2026
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Attendance processes and procedures have been put into place and are monitored for any necessary adjustment. Communication processes to families after a certain number of absences have been put into place and are reviewed as well. Queen's Grant social worker in conjunction with administration has held ACAP meetings with families that have students in the range of chronic absenteeism. SEL teacher has check ins with students that are in chronic absenteeism range. Queen's Grant leadership has help contests and created visuals for students and their families to see average daily attendance and to promote the importance of daily attendance. Queen's Grant has created a slogan that is repeated often in school wide assemblies and through communications to parents - Be Here, Every Day, All Day, All the Way.	Limited Development 10/17/2022		
How it will look when fully met:			Student attendance, including chronic absenteeism is monitored weekly. Monthly celebrations for wing, grade level, and classroom for highest attendance are occurring. Intervention for individual students based on a certain number of absences is occurring along with daily attendance rate. Intervention begins with the teacher, then the social worker and administration. Resources to include teacher attendance report, chronic absenteeism hub, and attendance notifications.		Philip Adam	12/20/2026
Actions				1 of 4 (25%)		
	6/29/23		Staff member communicates with any student who has been absent for three days and continued communication for each additional three day absences.	Complete 12/19/2024	Errin Schie	11/10/2024
Notes:						

6/29/23	Update school staf with student attendace daily rate, and chronic absenteeism numbers and percentages.		Krista Tolchin	12/20/2026
<i>Notes:</i>				
6/29/23	Document intervention with chronic absenteeism including phone calls, emails, BCAP, and other continued measures to increase school attendance		Errin Schie	12/20/2026
<i>Notes:</i>				
6/29/23	Calendarize monitoring of chronic absenteeism		Philip Adam	12/20/2026
<i>Notes:</i>				

	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:			As of March 2020 all scholars participate in a 'Move Up Day' at the end of the year. We support all scholars to get to experience the day in the life of their next grade. We also hold a bridging program where 6th grade students had the opportunity to get to know the middle school wing and teachers prior to beginning school. All 8th grades are also allowed the opportunity for high-school transitions as well. Teachers also create a newsletter "All About..." which includes the big standards, events, field trips, and any other information that parents may need to know about the next grade level for their child. At the end of the school year teachers make placement data cards to create classes then the next teacher gets those cards so they can start the year knowing where their new kids ended from the previous year. Special Education Team, Speech Pathologist, ELL Teachers, and Intervention Team meet with the teachers to go over students individual needs and support before school starts. Kindergartners complete a screener during the support and attend Kindergarten camp before school starts. Over the summer tutoring programs are offered to scholars who need extra support within a standard to fill the gap.	Limited Development 03/10/2020		
How it will look when fully met:			When this objective is fully met, we will have the personnel, capacity, and resources to address these issues. We will also have a systematic plan to better support student transitions. Evidence that will support that this has been fully implement includes but not limited to Welcome to middle school night event and flyer, K screeners, Data Placement Cards, Move up day plans, Welcome to high school transitions, open house invitations, and next year packets.		Philip Adam	05/28/2027
Actions				6 of 7 (86%)		
	3/12/20	Kindergartners complete screener prior to first day		Complete 08/16/2019	Errin Schie	08/30/2019
	<i>Notes:</i>					
	3/12/20	Plan and Hold a Back to School Family Night		Complete 08/19/2019	Krista Tolchin	08/31/2019
	<i>Notes:</i>					
	3/12/20	Welcome to Middle School Event is held		Complete 03/11/2020	Philip Adam	03/31/2020

<i>Notes:</i>				
3/12/20	Teachers complete data placement cards for all scholars before creating classroom rosters for the next year.	Complete 06/12/2022	Krista Tolchin	06/12/2022
<i>Notes:</i>				
3/12/20	Next grade level packets are created and sent home to parents for the following school year	Complete 06/10/2022	Lisa Evans	06/12/2022
<i>Notes:</i>				
3/12/20	A Move Up Day will be planned for transition support for all K-8 grade levels	Complete 06/09/2023	Philip Adam	06/09/2023
<i>Notes:</i>				
3/12/20	Middle School (8th Grade) participates in a high-school open house and transition days.		Catherine Christiansen	05/28/2027
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			Weekly classroom newsletters communicated to their grade level with information on academic standards, assessments, and ways to support at home. Two parent/teacher conferences that discuss the academic progress of each student. Report card comments that address academic proficiency, attendance, and behavior.	Limited Development 06/29/2023		
How it will look when fully met:			Staff communicates with families on a weekly basis through weekly newsletters, parent/teacher conferences, and academic and behavioral updates when needed. School staff offer parent engagement events that focus on curriculum support at home.		Krista Tolchin	03/30/2027
Actions				2 of 3 (67%)		
	6/29/23	Staff communicate weekly through newsletters that include academic content.		Complete 03/08/2024	Crystal Ferguson	03/10/2024
<i>Notes:</i>						
	6/29/23	Staff will hold two parent engagement activities centered on how to support academic instruction at home.		Complete 03/30/2026	Errin Schie	03/30/2026

Notes: ADHD presentation by Speech Pathologist on 1/22/26
EC Staff/ML Staff/Social Worker hosted parent/teacher conferences on 2/12 and 2/13 along with gen-ed staff with their scholars. The turnout was greater than 90% for the whole school.
Title 1 Learning Event was held on 9/16.
Curriculum Night was held on the last Tuesday of September and the first two Tuesdays of September. Each wing was a separate Tuesday.

6/29/23 Staff will document communication with families on academic proficiency, positive and negative behaviors, attendance, and any other important item to increase parental and scholar engagement.

Philip Adam

03/30/2027

Notes: All gen-ed staff created conference forms for fall and spring conferences that were shared with each family.
A-CAP meetings are held when necessary.