

DISTRICT: HERMITAGE SCHOOL DISTRICT

SUPERINTENDENT: MRS. LADONNA SPAIN

SCHOOL: HERMITAGE ELEMENTARY SCHOOL

PRINCIPAL: TARA GATES

SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS: TARA GATES, SANDRA DOSS, RHONDA FERRELL, KIRBY GIBSON, KASEY JOHNSTON, TRACIE RICHARD

Hermitage Elementary School School Improvement Plan (Title 1 Schoolwide Plan)

2025 – 2026 School Year

STATEMENT OF DIRECTION

The Hermitage Elementary School Improvement Plan is a living document that operates on the continuous improvement cycle. The school has a clear vision, mission, and core beliefs all stakeholders create. These documents are, at minimum, reviewed and updated annually. The vision for the school provides the direction of the School Improvement Plan. The school vision is “Hermits L.E.A.D. the way! Learning, Excelling, Achieving, Developing!” Our school wants to lead the way in all things truly! [The HES Mission and Vision statements can be found here.](#) [The HES Core Beliefs can be found here.](#)

ACTION TEAMS FOR 2024-2025

Every staff member of HES serves on an Action Team (Click here for the list of Action Team Members for the current year). The facilitators of the Action Teams make up the Building Leadership Team. [Our Action Team communication plan can be found here.](#) Parents and Community Members serve on the following teams: Health and Wellness, Parent and Family Engagement, and Crisis Management. Occasionally, parents are called in to serve as guests on the Building Leadership Team. Academic programs are discussed, analyzed, and updated with parents and community members in the Parent and Family Engagement Action Team. Each action team identifies specific focus areas for their team in the school improvement action plan (see below). The facilitators serve on the Building Leadership Team, and adjustments are made accordingly. The action teams also keep their minutes, agendas, and sign-in sheets in a shared Google folder so all faculty and staff may access them for transparency. We do not share these with non-school personnel due to privacy concerns.

The Literacy and Math Action Teams are instructed to operate under the four guiding questions of a PLC:

- 1. What do students know, need to be able to understand, and do?** Curriculum, concepts, standards, knowledge, skills, and performance.
- 2. How will we know if they have learned it?** Assessments, proficiency, evidence, rubrics, grading practices
- 3. What will we do if a student has difficulty learning it?** [Response to Intervention Plan](#): interventions, re-teaching, grouping, engagement, monitoring plan
- 4. What will we do if a student already knows it?** Extension, individualization, project-based learning, gifted and talented possible

CURRENT REALITY

ACADEMIC DATA REVIEW:



ATLAS Summative ELA

Grades Tested: 3, 4, 5

Tests Taken: 68

Date Last Taken: 04/23/2024



Percent	43%	31%	21%	6%
Count	29	21	14	4

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
↓ ATLAS Grade 3 ELA Summative ✓	ATLAS Summative	3	Spring 2024 - ATLAS Summative	20	1043 ± 4 ⓘ	Percent Count 60%15%20%5% 12341 ⓘ	04/23/2024
↓ ATLAS Grade 4 ELA Summative ✓	ATLAS Summative	4	Spring 2024 - ATLAS Summative	22	1048 ± 3 ⓘ	Percent Count 41%32%23%5% 9751 ⓘ	04/23/2024
↓ ATLAS Grade 5 ELA Summative ✓	ATLAS Summative	5	Spring 2024 - ATLAS Summative	26	1051 ± 3 ⓘ	Percent Count 31%42%19%8% 81152 ⓘ	03/12/2024



ATLAS Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 68

Date Last Taken: 04/30/2024



Percent	41%	34%	16%	9%
Count	28	23	11	6



Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
ATLAS Grade 3 Math Summative		ATLAS Summative	3	Spring 2024 - ATLAS Summative	20	1042 ± 4	Percent Count 50% 30% 20% 10 6 4	04/25/2024
ATLAS Grade 4 Math Summative		ATLAS Summative	4	Spring 2024 - ATLAS Summative	22	1049 ± 4	Percent Count 36% 45% 5% 14% 8 10 1 3	04/30/2024
ATLAS Grade 5 Math Summative		ATLAS Summative	5	Spring 2024 - ATLAS Summative	26	1051 ± 4	Percent Count 38% 27% 23% 12% 10 7 6 3	04/30/2024



ATLAS Summative Science

Grades Tested: **3, 4, 5**

Tests Taken: **68**

Date Last Taken: **05/17/2024**

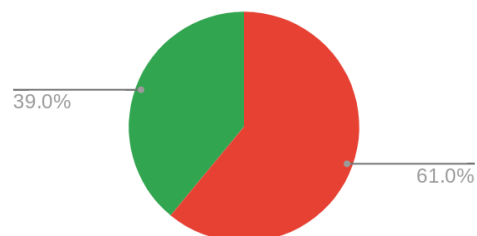


Percent	43%	25%	24%	9%
Count	29	17	16	6

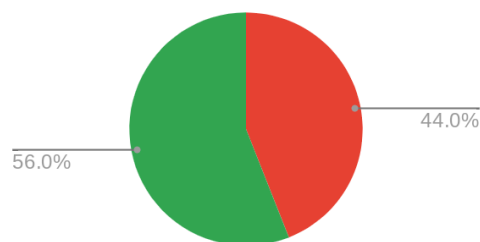
Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
ATLAS Grade 3 Science Summative	ATLAS Summative	3	Spring 2024 - ATLAS Summative	20	1048 ± 4	 Percent: 50%, 30%, 5%, 15% Count: 10, 6, 1, 3	05/17/2024
ATLAS Grade 4 Science Summative	ATLAS Summative	4	Spring 2024 - ATLAS Summative	22	1053 ± 4	 Percent: 32%, 32%, 27%, 9% Count: 7, 7, 6, 2	05/17/2024
ATLAS Grade 5 Science Summative	ATLAS Summative	5	Spring 2024 - ATLAS Summative	26	1052 ± 3	 Percent: 46%, 15%, 35%, 4% Count: 12, 4, 9, 1	05/02/2024

STUDENT VALUE ADDED GROWTH 2021-2024

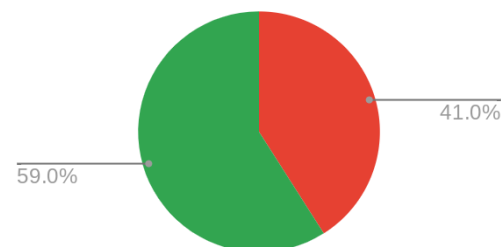
2024 ELA



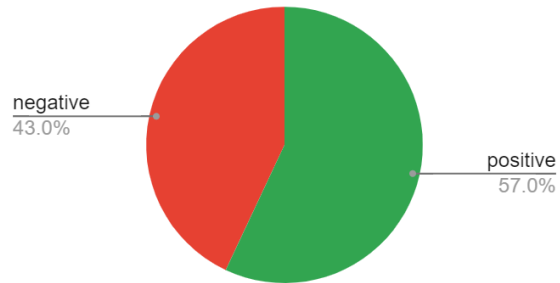
2024 Math



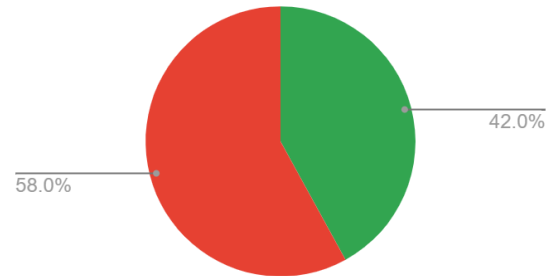
2024 Science



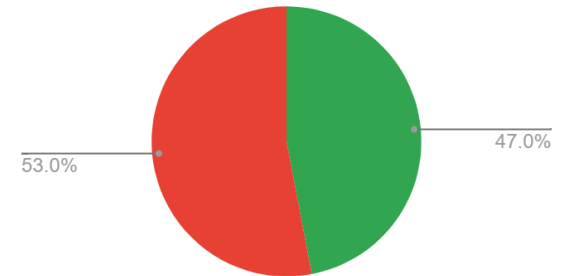
2023 ELA Growth Score



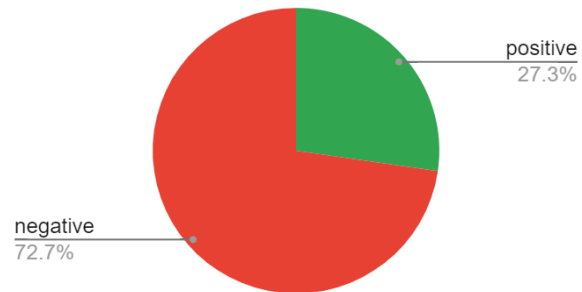
2023 MATH Growth Score



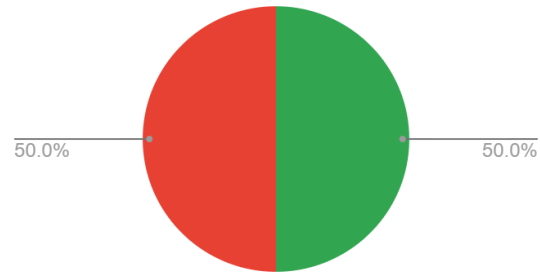
2023 SCIENCE Growth Score



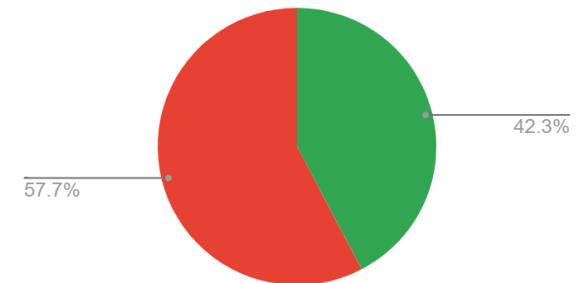
2022 ELA Growth Score



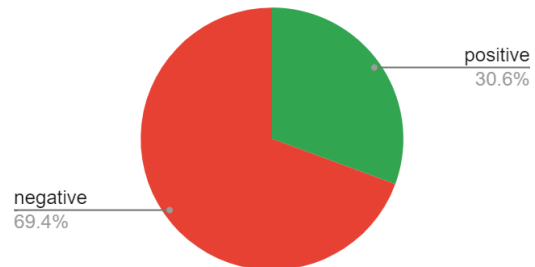
2022 MATH Growth Score



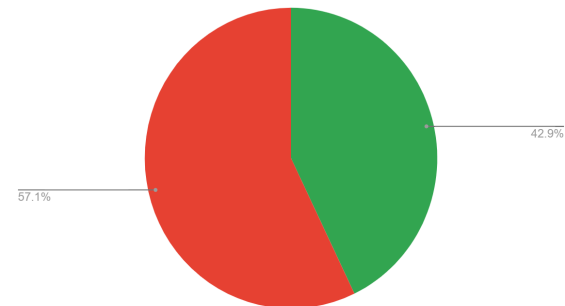
2022 SCIENCE Growth Score



2021 ELA Growth Score



2021 MATH Growth Score



INSTRUCTIONAL PRACTICE DATA REVIEW

Hermitage Elementary School has an instructional model created and adapted by the HES faculty on August 7, 2019, and it is updated annually. Click here to see the [HES Instructional Model](#). The model was developed using the book *Leading A High Reliability School* by Robert J. Marzano, Philip B. Warrick, Cameron L. Rains, and Richard DuFour, along with Hermitage Elementary School's vision, mission, and core beliefs. Observations conducted by the building principal and Peer-to-Peer observations are based on the HES Instructional Model. Professional development is provided in various ways, sometimes by others in the building, in areas of concern for individuals, teams of teachers, and the whole school.

At the end of the 2023-2024 school year, the following areas were identified as weak points in the school as a whole during observations on the instructional model:

- Using Questioning and Discussion Techniques (3b) - Use of multiple types of questions, prompts for elaboration
- Communication of High Expectations to All Students (3a)
- Providing engaging activities to All Students

Each educator at HES works with the principal to develop Professional Growth Goals based on their observational data, individual reflection, student achievement data, and discipline data.

CURRICULUM DATA REVIEW

Hermitage Elementary School identified essential standards, created learning targets, paced learning in a pacing guide, and developed common assessments in 2018-2019. Those were minimally updated each year following the creation. After being trained in the Science of Reading and growing in our understanding of standards, targets, and common assessments, the instructional action teams at HES decided that it was time to take a deep analytical look at the essential standards, learning targets, pacing guides, and common assessments. During the 2021-2022 school year, the math and literacy action teams began this work. As a school, we have a two-year goal to complete this work.

The district purchased a DESE-approved reading curriculum for Tier 1, Tier 2, and Tier 3 instruction in the summer of 2021 due to little to no movement in literacy scores from 2019 and the need to ensure the curriculum matches the Science of Reading. As of spring 2024, the district has purchased a supplemental Literacy and Science curriculum.

The following chart depicts the current curriculum for reading, science and math at HES.

Grade Level	Reading	Math
Kindergarten	Phonics First	Illustrative Math
1st Grade	CKLA Skills and Knowledge (2024-2025)	
2nd Grade	Amplify Science	
3rd Grade	Additional Science of Reading Components According to the Arkansas Science of Reading Look-Fors	
4th Grade	Phonics First/Structures	
5th Grade	CKLA Knowledge (2024-2025) Amplify Science Additional Science of Reading Components According to the Arkansas Science of Reading Look-Fors	Illustrative Math
6th Grade	Structures My Perspectives Equipped for Reading Success Additional Science of Reading Components According to the Arkansas Science of Reading Look-Fors	

IDENTIFIED GOALS AND ACTION PLANS

Goal #1: Hermitage Elementary School aims to increase the percentage of students achieving levels 3 and 4 on the ATLAS state literacy and science assessments by 5% compared to the previous year.

Plan	Goal/Outcome: Hermitage Elementary School aims to increase the percentage of students achieving levels 3 and 4 on the ATLAS state literacy and science assessments by 5% compared to the previous year.		
	Evidence-Based Practices: 1. Implementation of best practices according to the science of reading. 2. Develop a strong culture of independent reading. 3. Focus PLC's on student achievement data and the improvement process. 4. ALA Strand and Rubric for Strand 4: Transforming Teaching and Learning 5. <i>Leading a High Reliability School</i> by R. Marzano, P. Warrick, C. Rains, and R. DuFour 6. <i>The Art and Science of Teaching</i> by R. Marzano 7. <i>Classroom Instruction that Works</i> by R. Marzano 8. <i>The Five Big Ideas</i> by Lisa Carter 9. <i>Focus</i> by M. Schmoker 10. <i>Leading with Focus</i> by M. Schmoker 11. DESE Arkansas Ready for Learning Resources and Guides 12. DESE Arkansas Playbook to Address Unfinished Learning 13. DESE Arkansas Literacy Curriculum Approval Spreadsheet 14. Warm Demander: An Equity Approach, Becoming a Warm Demander, Warm Demander Chart		
	Professional Learning: 1. Science of Reading for Anyone Not Yet Met 2. Response to Intervention - Interventions and Procedures 3. Professional Growth Plans with Individual Goals 4. MyPerspectives (6th grade literacy curriculum) PD 5. CKLA (K-5 literacy curriculum) PD 6. Read 180 (4th-6th Grade Reading Intervention) PD 7. Phonics First PD for New Staff 8. Curriculum PD (Alignment of standards to assessments and learning opportunities)		
	Action Steps	Team/Person(s) Responsible	Timeline
	Science of Reading PD for New Staff (Anyone not met)	Tara Gates, Tracie Richard,	June 2021-June

Do			2025
	Effectively run a school-wide intervention time where students are moved according to regular progress monitoring data. Every adult in the school will provide intervention or enrichment. Students will receive services based on need rather than grade level.	Literacy Action Team, Math Action Team, SPRINT, Classified Action Team, 21CCLC Partnerships	August 2022-May 2026
	Provide and encourage meaningful family engagement in the education of their child especially in learning to read	Parent and Family Engagement Action Team, Literacy Action Team, Classified Action Team, CASH Action Team, Partner with 21CCLC Program, Student Voice Team	August 2021-May 2026
	Utilize iReady Diagnostic Assessment and the new Arkansas Academic Standards Interim Assessments to identify personal learning goals and provide personalized interventions in Reading	Literacy Action Team, Tara Gates	September 2020-May 2026
	HES will provide extended day and extended year learning opportunities for students performing below expectation.	Tara Gates, Building Leadership Team, Partner with 21CCLC Program	May 2022-August 2026
	Improve the Hustle Academy middle school atmosphere with middle school expectations for students in grades 5-6 to assist them in the social, emotional, and behavioral development appropriate for that age range.	Building Leadership Team, Behavior and Attendance Team, Kirby Gibson, Rhonda Ferrell, Sandy Doss, Erandi Acuchi, Tracie Richard, Tara Gates	March 2022 - May 2026
	Get parents actively and meaningfully engaged in the education of their child by hosting learning events and providing formal opportunities for service and input	Parent and Family Engagement Team, Literacy Action Team, CASH Team, Student Voice Team	August 2021-June 2026
	Reward students for excellent ATLAS test scores.	Literacy Action Team	August 2021-May 2026
	Increase Peer to Peer Observations to a minimum of Quarterly to Improve Instruction (Focus area and debriefs)	Literacy Action Team, Tara Gates, CASH Action Team	August 2022-May 2026
	Analyze and Adjust the HES Instructional Model for Effective Teaching - Annual Task	All Certified Staff Members	August 2023
	Provide PD on the Instructional Model and Set Focus Areas as a School (Observations of Focus	Instructional Facilitators	August 2021-May

	Areas)		2026
	Review individual teacher's aggregated classroom walkthrough data with teacher	Tara Gates and Tracie Richard	August 2019-May 2026
	Provide actionable feedback from classroom walkthrough data and TESS evaluations	Tara Gates and Tracie Richard	August 2019-May 2026
	PD on Read 180, Phonics First, and Curriculum for New Staff and Changing Staff	Tara Gates, Tracie Richard, District	July 2022-October 2026
	Review, analyze, and make adjustments on Essential Standards for HES Literacy	Literacy Action Team and CASH Team	May 2021-August 2026
	Review, analyze, and make adjustments on the Pacing Guides for HES Literacy	Literacy Action Team and CASH Team	May 2021-August 2026
	Review, analyze, and make adjustments on Common Formative Assessments for HES Literacy using Mastery Manager	Literacy Action Team and CASH Team	May 2021-May 2026
	Teachers, Instructional Facilitators, and the principal will engage in a book study on Writing Revolution. The cooperative literacy specialists will provide professional development on Writing Revolution and create "Look Fors" for observations. The "Look Fors" will be used to gather observational data and make improvements based on the data.	Tara Gates, Literacy Action Team, Cooperative Specialists	August 2022-May 2026
Assess	Evaluation (Summative Assessment): 1. PLC Qualitative Data: a. PLC Meeting Minutes will show focused discussions and decision making around the Four Critical Questions of a PLC b. PLC Meeting Minutes will show decisions made on data from Common Formative Assessments in Mastery Manager 2. ATLAS Literacy Screeners a. HQIM assessments		

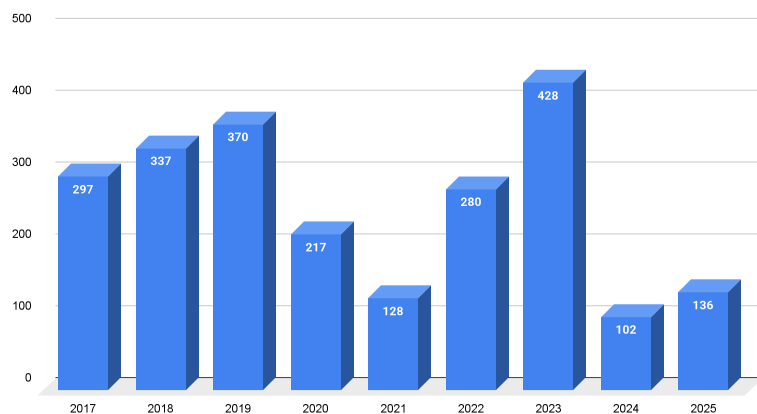
Goal #2: Hermitage Elementary School aims to increase the percentage of students achieving levels 3 and 4 on the ATLAS state math assessment by 5% compared to the previous year.

Plan	Goal/Outcome: Hermitage Elementary School aims to increase the percentage of students achieving levels 3 and 4 on the ATLAS state math assessment by 5% compared to the previous year.		
	Evidence-Based Practices: 1. Implementation of best practices according to the science of reading. 2. Focus PLC's on student achievement data and the improvement process. 3. ALA Strand and Rubric for Strand 4: Transforming Teaching and Learning 4. <i>Leading a High Reliability School</i> by R. Marzano, P. Warrick, C. Rains, and R. DuFour 5. <i>The Art and Science of Teaching</i> by R. Marzano 6. <i>Classroom Instruction that Works</i> by R. Marzano 7. <i>The Five Big Ideas</i> by Lisa Carter 8. <i>Focus</i> by M. Schmoker 9. <i>Leading with Focus</i> by M. Schmoker 10. DESE Arkansas Ready for Learning Resources and Guides 11. DESE Arkansas Playbook to Address Unfinished Learning 12. Warm Demander: An Equity Approach, Becoming a Warm Demander, Warm Demander Chart		
	Professional Learning: 1. Response to Intervention - Interventions and Procedures 2. Effective Teaching Model PD 3. Professional Growth Plans with Individual Goals 4. Curriculum PD (Alignment of standards to assessments and learning opportunities) 5. Arkansas PLC PD via Zoom 6. Mastery Manager PD 7. Warm Demander PD 8. Classified Staff Behavior Management and Communication		
Do	Action Steps	Team/Person(s) Responsible	Timeline
	Work closely with cooperative math specialist (curriculum, observations, instruction, PLC's)	Math Action Team and Tara Gates	August 2020-May 2026
	Identify, purchase, and implement with fidelity a scientifically-validated mathematics intervention program.	Math Action Team and Tara Gates	August 2023-May 2026

Utilize math facts fluency interventions and assessments (Prodigy and Reflex Math) with Rewards System	Math Action Team, Student Voice Team, Parent and Family Engagement	August 2021-May 2026
Create a middle school atmosphere with middle school expectations for students in grades 5-6 to assist them in the social, emotional, and behavioral development appropriate for that age range.	Building Leadership Team, Behavior and Attendance Team, Sandy Doss, Kirby Gibson, Kasey Johnston, Tracie Richard, Tara Gates	March 2022 - May 2026
Get parents actively and meaningfully engaged in the education of their child by hosting learning events and providing formal opportunities for service and input	Parent and Family Engagement Team, Math Action Team, CASH Team, Student Voice Team	August 2021-June 2026
All students will keep a data tracking folder that is updated constantly for change. The folder at minimum will track attendance, iReady data, and ACT Aspire data for those in grades 3-6. Each data tracker will have a goal or goals set by the student and teacher working together. Each goal will have action steps to help the student attain the goal. Teachers will meet with students at minimum once per quarter for data discussions. Students will be able to articulate their data, goals, and action plans.	Math Action Team	Spring 2026
Reward students for ATLAS Scores.	Math Action Team	August 2021-May 2026
Increase Peer to Peer Observations to a minimum of Quarterly to Improve Instruction (Focus area and debriefs)	Math Action Team, Tara Gates, CASH Action Team	August 2022-May 2026
Analyze and Adjust the HES Instructional Model for Effective Teaching - Annual Task	All Certified Staff Members	August 2026
Provide PD on the Instructional Model and Set Focus Areas as a School (Observations of Focus Areas)	Instructional Facilitators	August 2021-May 2026
Review individual teacher's aggregated classroom walkthrough data with teacher	Tara Gates	August 2019-May 2026
Provide actionable feedback from classroom walkthrough data and TESS evaluations	Tara Gates	August 2019-May 2026
Principal and Instructional Facilitators will curate a video playlist featuring teachers in HES teaching model lessons using HES curriculum and resources. These videos will be used to aid other teachers in improvements in instruction and implementation of curriculum.	Tara Gates	August 2021-May 2026
Review, analyze, and make adjustments on Essential Standards for HES Math	Math Action Team and CASH Team	May 2021-August 2026

	Review, analyze, and make adjustments on the Pacing Guides for HES Math	Math Action Team and CASH Team	May 2021-August 2026
	Review, analyze, and make adjustments on Common Formative Assessments for HES Math using Mastery Manager	Math Action Team and CASH Team	May 2021-May 2026
	Utilize the Master Manager CFA data for the PLC process (meet individual student needs, improve curriculum, improve instruction).	Tara Gates, Math Action Team	July 2022-May 2026
	Collaborate with cooperative math specialist, Meredith Sandine, on school-wide math improvements.	Tara Gates, Math Action Team	August 2022-May 2026
	Analyze state approved math curriculum and analyze need for change of curriculum.	Tara Gates, Meredith Sandine, Math Action Team	August 2022-May 2026
Assess	Evaluation (Summative Assessment): - PLC Qualitative Data: - PLC Meeting Minutes will show focused discussions and decision making around the Four Critical Questions of a PLC - PLC Meeting Minutes will show decisions made on data from Common Formative Assessments in Mastery Manager - ATLAS Math Summative - Interims - Math Screeners		

Total Discipline Incidents Trend Data 2019-2025



Goal #3: HES will have no more than 150 discipline referrals for the 2025-2026 school year.

Plan	Goal/Outcome: Hermitage Elementary School will have no more than 200 discipline referrals for the 2025-2026 school year and an average daily attendance rate of 95% or higher.		
	Evidence-Based Practices: 1. <i>Leading a High Reliability School</i> by R. Marzano, P. Warrick, C. Rains, and R. DuFour 2. Behavior: The Forgotten Curriculum by Chris Weber 3. Warm Demander: An Equity Approach, Becoming a Warm Demander, Warm Demander Chart		
	Professional Learning: 1. Response to Intervention - Interventions and Procedures for behavior 2. School-wide Professional Development on Expectations and Consequences for HES 3. PBIS incorporation		
Do	Action Steps	Team/Person(s) Responsible	Timeline
	Provide a school-wide professional development from an outside source for all certified and classified staff members on behavior expectations and consequences for HES. The goal of this PD will be two fold: 1.) Understand ways to teach, model, and expect good behavior, and 2.) Set school-wide behavior expectations and consequences.	Tara Gates	August 2026
	Reduce class sizes by adding a fourth classroom rotation to 5th and 6th grade.	Tara Gates	August 2026
	Make behavioral data a mandatory monthly meeting for all staff.	Tara Gates	August 2023-May 2026
	Work with the ISS teacher on the ISS environment to ensure there is no social interaction and there are very high expectations of behavior in the room.	Tara Gates	August 2023-May 2026
	Implement behavioral RtI where students receive all three tiers on behavior. For Tier 1, students will be taught how to behave in their regular classrooms with the teachers. For Tier 2 and Tier 3, students will receive behavior interventions based on their data.	Tara Gates	August 2023-May 2026
	Increase parent engagement in behavioral issues by making frequent contact on good behavior and poor behavior.	Tara Gates	August 2023-May 2026
	Provide surveys at least twice a year (School Climate) for a source of data. - students, families and school personnel	Tara Gates	August 2025-May 2026

	Create posters to be placed around the school (hallways, bathrooms, cafeteria)	Tara Gates	August 2025-May 2026
	Develop a reward system for behavior and attendance	Tara Gates	August 2025-May 2026
Assess	Evaluation (Summative Assessment): 1. Behavior Discipline Referrals: a. Decrease by 25% (100 referrals)		

Goal #4: HES will provide parents resources and/or activities focused on STEM and literacy at least four times during the 2025-2026 school year.

Plan	Goal/Outcome: HES will provide parents resources and/or activities focused on STEM and literacy at least four times during the 2025-2026 school year.		
	Evidence-Based Practices: <i>Evidence-Based Strategies for Supporting and Enhancing Family Engagement</i>; The Expanded Learning and After School Project <i>Does Parent Involvement Really Help Students? Here's What the Research Says</i>; Education Week <i>Parental Involvement in Your Child's Education. The Key to Success, Research Says</i>; Annie E. Casey Foundation		
Do	Action Steps	Team/Person(s) Responsible	Timeline
	Provide materials at open house, parent teacher conferences, and through Tuesday folders when necessary	Tara Gates, Madison Vines, classroom teachers	May 2026
	Organize visitation opportunities so families can observe and participate in extended day activities and field trips to promote a culture of high expectations.	Tara Gates, Madison Vines	May 2026
	Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success	Tara Gates, Madison Vines	May 2026
	Use a monthly newsletter that informs parents about current curricular activities and book club reading material, and that showcases best work.	Tara Gates, Madison Vines	May 2026
	Communicate with families regarding the factors that promote students' academic success.	Tara Gates, Madison Vines	May 2026
	Establish opportunities for parents to build their own skills and deepen knowledge.	Tara Gates, Madison Vines	May 2026
Assess	Evaluation (Summative Assessment): - Document Parents who received resources - Survey parents on their response to the materials and their needs forward. - Survey parents on their actions with their students based on the use of the materials and information provided by our school. - Create a plan for feedback with parents to give timely responses		

#5: Wellness: HES will improve family engagement with health/safety, improve instructional quality in the physical education classes, and establish collaboration between school nutrition services staff members and teachers by the end of the 25-26 school year. Link to SHI: [📍 School Health Index - Hermitage Elementary](#)

Actions	Steps	By Whom and When
Improve family engagement with health and safety.	a. Involve parents and students in our quarterly wellness meetings	Tara Gates; August 2025
	b. Purchase communication tool for nurse and parent facilitator to provide monthly newsletters on health and parenting topics.	Susanne Grice, Katie Wedige, and Madison Vines; August 2025
	c. During wellness meetings involving parents and students, get feedback from parents about menus and other food options	Kristi Best; October 2025
	d. Administer surveys to parents and students about menus and food options.	Kristi Best; October 2025
Actions	Steps	By Whom and When
Improve instructional quality in the physical education classes.	a. Utilize a sequential physical education program.	PE Teachers; August 2025
	b. Ensure that all physical education teachers complete annual professional development in physical education	Tara Gates; July 2026
Actions	Steps	By Whom and When
Establish collaboration between school nutrition services staff members and teachers	a. Meet and greet cafeteria staff in all classrooms	Kristi Best; August 2025
	b. Provide lessons two times a year to students on nutrition	Kristi Best; August 2025
	c. Explain the importance of eating a healthy breakfast and lunch	Kristi Best; August 2025

MID-YEAR GOAL MONITORING (January 2025)

Discipline Data	January 2026
ATLAS Interims	

END OF YEAR GOAL MONITORING (June 2025)

Discipline Data	
ATLAS Summatives	