Nome Elementary School Board Report

December 6, 2025

To: NPS Board

From: Michelle Carton, NES Principal

Subject: December Board Report

NES Data:

Current Enrollment (steady): 295

- Kinder: 52
- 1st grade: 35
- 2nd grade: 44
- 3rd grade: 67
- 4th grade: 54
- 5th grade: 43

Attendance: (all grades attendance % data trending down for November)

- Kinder October: 89.90%   Kinder November: 82.66%
- 1st grade October: 86.36%   1st grade November: 84.48%
- 2nd grade October: 89.7%   2nd grade November: 86.83%
- 3rd grade October: 87.92%   3rd grade November: 86.66%
- 4th grade October: 89.76%   4th grade November: 83.56%
- 5th grade October: 89.2%   5th grade November: 82.21%

Staffing at NES:

- Dominque Saenz : 5th grade LTS (& NES student teacher)
- Agness Kyombela : Arrived to NPS, SPED teacher

Celebrations:

- Full NES SPED roster. Team is monitoring and evaluating SPED para pairings and student case managers. We have seen better outcomes from this flexibility in SPED team.
- Physical Education Initiative (Healthy Futures) making more traction, as more students are submitting forms.
- K-2 teachers met to re-evaluate grouping for primary tutoring (daily from 2:10-2:40, Wed from 1:10-1:40) finding that many students are making marked progress in the right direction. Kinder tutoring (same time) will begin in January.
- Student discipline concerns and referrals are down from previous months; students are utilizing tools and resources to find more self-management success.
- "Strive for 5": routine in place, positive feedback from families & teachers
- Digital image showcase at the entrance of NES receiving positive feedback from stakeholders
- Reading Logs Celebration (Kagan structures) encouraging more students to read and turn in logs.

- High Table (Fridays) resulting in 90%+ family turnout to celebrate students. Pictures below:

Movement towards our goals:

- Successful Inuit Day Assembly: motivating, language rich, student centered

- Student feeling of connected and respected is strong. See pictures below:
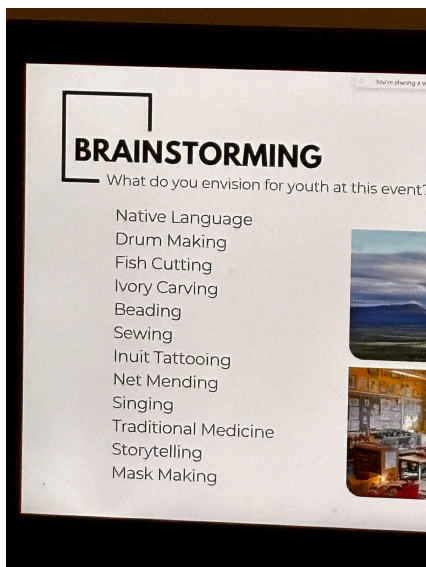
- MC is working with cultural & community entities on Bering Straits Cultural Festival Youth Ed event, slated for the end of April 29-May 2nd: hands-on learning, exhibitions, and arts, K-12

- Partnering with Stanford Alternative Spring Break program (through the Stanford Rural Healthcare course) to bring student and family engagement through science, for Friday March 27th
- Created a "Raising Reading Scores" layout to address the needs of the Reads Act. *See appendix 1*
- Identified need from "Raising Reading Scores" document led to NES principal creation of the "Understanding DIBELS Report and Family Resources". *See appendix 2*
- Principal completed professional goals, aligned to the NES Continuous Improvement Goals, s*ee appendix 3*
- Created and sent continuous improvement goal check-in for families and community. *See below:*

NES Family & Community Check-in

This year our continuous improvement school goal #1 revolves around integrating cultural and place based learning and opportunities at NES, as well as sharing that integration with families & the community through visual showcases and school opportunities. Goal #2 revolves around NES creating and hosting meaningful family engagement opportunities to aid students and families in feeling an integral part of the school culture at NES.

As we are halfway through the 2025-2026 school year, NES leadership would like to garner feedback from our stakeholders to help drive the rest of our school year. This survey should take less than 5 minutes to complete. Your participation helps us grow and become even better.

Pick one answer below: I see culturally enriched representation in events, NES social media posts, * class lessons, materials, posters, and art around the school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

Pick one answer below: NES teaches and showcases local history and culture of the people and landscape in our community and region. *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Pick one answer below: NES creates effective opportunities for family engagement in activities within the school. *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

:::

Pick one answer below: The school does a good job communicating with families.

🖻   ☑ Checkboxes   ▾

☐ Strongly Agree   ✕

☐ Agree   ✕

☐ Disagree   ✕

☐ Strongly Disagree   ✕

☐ Add option or add "Other"

☑ Answer key   (0 points)   ⧉   🗑   Required ⬤   ⋮

Pick one answer below: The front office (and administration) is welcoming and partners with families to help students and families feel supported. *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

:::

We are desiring to integrate parent input on many aspects of what we do at NES. Would you be interested in joining the PTA to be a part of the parent voice? (We will meet again late January). *NES can cover the $8 PTA fee required by the state PTA, if it is needed.* *

- [ ] Yes, as long as children can come (activity for children)
- [ ] Yes, as long as I can attend over zoom
- [ ] Yes, as long as there is food available (potluck is ok, too)
- [ ] Yes
- [ ] No; I would like to, but can't fit that in at this time.
- [ ] No, I am not interested
- [ ] No, I don't feel welcomed at school

We are desiring to integrate parent input on many aspects of what we do at NES. Would you be interested in engaging in parent feedback and input in another way? *

- [ ] Yes, as long as it is during the school day
- [ ] Yes, as long as it can be done from home (surveys, zooms, etc.)
- [ ] Yes, I am open to a variety of opportunities
- [ ] No; I would like to, but can't fit that in at this time.
- [ ] No, I am not interested

Do you have any feedback that can help us with our two school goals listed above, or anything you would like to have happen at NES? Please include your name and contact number if you would like us to reach out! *

Long answer text

Upcoming Events:

NOME ELEMENTARY SCHOOL *presents*

K-5TH GRADE HOLIDAY MUSIC FESTIVAL

TUESDAY, DEC 16
12:45PM
GYM DOORS OPEN AT 12:30

The program will begin promptly at 12:45. Sprinkle holiday cheer on our students while supporting NES Student Leadership by purchasing $1 Holiday Grams (bring cash) to have delivered to student's class or give to students as you wish.

Rural Cap Elder Mentoring Program:

WHERE OUR VOLUNTEERS SERVE
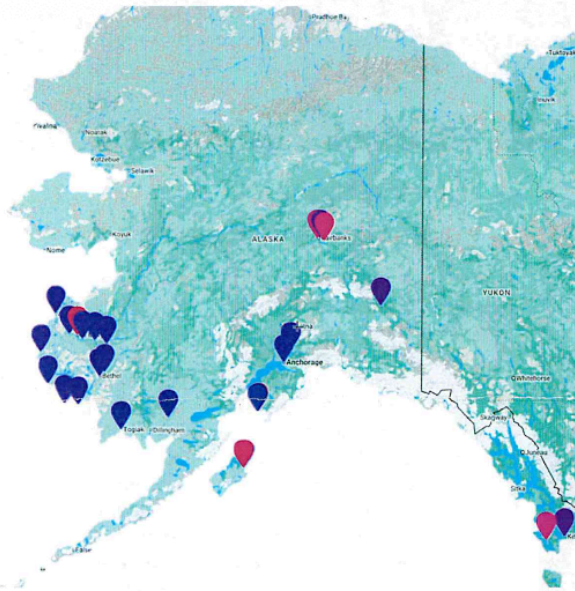
This past year we had 73 Elder Mentors volunteers serve throughout Alaska. Volunteers serve a minimum of 5 hours per week. Some of our host sites included:

- Homer Flex High School
- Anchorage School District
- Lower Yukon School District
- Lower Kuskokwim School District
- Kodiak Middle School
- Kodiak Head Start
- Kwethluk Head Start
- Mentasta Lake Katie John School

The Elder Mentor program mentored over **1200 youth** and schools reported that having an Elder Mentor Volunteer in their school helped them meet their classroom needs. One school site supervisor reported:

"Having individual attention for my kindergarteners makes them feel loved, important, and ready to learn. I cannot give each student the kind of time that our Elder Mentor is able to give."

"The biggest success of the Elder Mentor volunteers at our school has been their role in revitalizing and preserving the Yup'ik language and culture within our school community"

HELP RECRUIT!

If you would like to bring Elders Mentors into your school the first step is to recruit for volunteers in your community. We have included a flyer to post at the school and an interest form for interested volunteers to complete. If there are people 55+ in your community that are interested you can have them call us or complete the interest form and we will follow up. RurAL CAP completes an onboarding process and background checks before volunteers are placed.

VOLUNTEER BENEFITS

Elder Mentor volunteers receive the following benefits for serving:

- Small tax-free stipend (does not count as income or effect other benefits)
- Mileage and meal reimbursement
- Training opportunities in Anchorage
- PTO and Holidays

MORE INFORMATION

More information about the Elder Mentor program can be found at our website www.eldermentor.org or email eldermentors@ruralcap.org and we will send you a flyer to post in your community!

www.eldermentor.org | asp@ruralcap.org | 907-717-7932

Volunteer Interest Form

The Rural Alaska Community Action Program (RurAL CAP) provides volunteer opportunities for older adults (ages 55+) to give back to their communities. All volunteer opportunities are within the community where the volunteer is located. The two programs that are currently available are, **The Elder Mentor Program** and **The Senior Companion Program**.

Elder Mentors volunteer in schools, Head Starts, or Afterschool Programs as a positive role model and mentor for youth. **Senior Companions** volunteer with seniors who may need extra assistance to lead healthy independent lives. Both programs provide a non-taxable stipend to "income eligible" volunteers. If you are interested in volunteering for one of our programs please feel out the information below.

First and Last Name :

Date Of Birth : **Phone Number :**

E-Mail :

Address/PO Box : **City:** **Zip Code:**

Which program are you interested in volunteering with?

Elder Mentor Program *(Volunteer with youth)*

Senior Companion Program *(Volunteer with other adults)*

How did you hear about our program? *(if it was at a tabling event provide the name of event)*

If you were referred to the program by a current AmeriCorps Senior volunteer provide their name so they can recieve a prize

Mail this form back to: **AmeriCorps Seniors Program 731 E 8th Ave Anchorage AK 99501 or Fax it to 1-866-287-7053 or scan and email it to asp@ruralcap.org If you have any questions call us at 907-717-7932**

<u>Needs:</u>

- Assistance in rollout of Rural Cap Elder Mentoring program
- Cultural Presenter for January 5th inservice.
- Reflective items/gear for student walkers.
- Discussions around multi-cultural diversity, not just indigenous. Parent responses speak to potential larger issues in the community. Some really like seeing more indigenous inclusion, whereas others are very off put by more indigenous cultural focus, and not other cultures.

Appendix 1: NES Raising Reading Scores Implementation Plan

Using the Reads Act Compliance list to address (found here)

Compliance steps:

Portion of the Reads Act Compliance	Where is it located / what progress level are we at?
District Reading Improvement Plan (DRIP)	https://docs.google.com/document/d/1lxmbYtlL7oyZUcKKYSWq7tpzqKpuagu6BeulbxM_iec/edit?usp=sharing
Department Reading Program	HB114, MTSS, ensure we have plan for the following 7 categories: 1. Screening tools (**yes-** DIBELS, MAP, NAEP, mClass progress monitoring bi-weekly)
STEP 2	2. CORE as HQIM reading curriculum, aligned to CCSS (Bookworms is a core reading curriculum) **YES**
STEP 3	3. Progress Monitoring: bi-weekly for students in bottom two levels. **YES**, this is on teacher's google calendar.
STEP 4	4. Parent Notification: teachers reached out, letters sent, communication at conferences, signed IRIP letters, bi monthly DIBELS sent home **YES**
STEP 5	5. IRIPS- **yes**, created/offered for/to all students in Red & Yellow
STEP 6 Yellow highlights need Data Team and admin discussion.	6. Home support- Quarterly literacy events, resource for parents to understand DIBELS report here. **Need more regular home support.** Need home resource for 3-5th grade. Especially for 3rd grade, per READS act.
STEP 7 Yellow highlights need Data Team and admin discussion.	7. Professional Development- "Training for educators in reading interventions". Student Data Team- Is this a need? How do we go about feeling confident in this category? How do we support teachers that struggle in providing interventions?
Last Step:	Available on the DEED website, have we used these? Offered them to families? How could we leverage

	these identified resources? Student Learning Resources here: Consider integrating into a family engagement night to showcase these to families.

Committee Task- January 21, 2026
- See questions below (and yellowed areas above)

What tasks are NES doing to raise reading scores:
- See DRIP for activities we are currently doing to raise reading scores
- Are there any other "tasks" that we are doing and are not outlined in the DRIP?
- Push for attendance (incentive- State's Strive for five) is helping us address a foundational component that allows the other components to be successful.

Questions to address district's directive:

- What programs could potentially be used to leverage outside of school learning for 3rd grade (and all grades, potentially) that will maximize our ROI (return on investment)?
- Are we utilizing intervention programs (can we, are we, how do we) that are already state approved, such as Boost (Amplify–same company as DIBELS and progress monitoring) to use outside of school?
- Can we offer 3rd grade access to Migrant Ed tutoring and split the cost? Or find funding?
- Can a program like SORA or EPIC, or _____, help K-3 (and beyond) students practice fluency and stamina outside of school? (The cost of EPIC is $4500 for a full year access)
- Where in our Bookworms curriculum are we at fidelity, where are we not and what context can help us understand why (so that we can seek support as needed)?

What are we going to offer 3rd grade (to be in compliance with Reads' Act):
- *This is an area for us to focus on as an NES Student Data team*
- *At what point do we decide, as a data team, if a student needs a referral and do teachers have tools to know HOW and guidelines to collect data for a referral? (Thus far it looks like we have been encouraging it to come from parents. Is there a procedure for identifying potential referrals from "in house"?)*
- *If a family declines the IRIP, what can we offer (outside of the school day) so that these students are also being provided support? What is our obligation to do so, if parents decline?*

Data to Note:
- 67 total 3rd grade students.
- 26 students on IRIPS
- 6 are in Migrant Ed
- 24 identify as Alaska Native

Potential Ideas (looking into)
- Purchase 26 site licenses for iReady Reading from Migrant Ed
- Purchase 67 site licenses for iReady Reading from Migrant Ed (so all 3rd grade has access to it), offer training for parents that are interested in having students do it at home.
- Offer opportunity after school for 20 non migrant ed IRIP students to go to a computer lab to do their independent iReady practice (Mon-Friday) for 20-30 minutes. We would not be able to offer transportation. This would be monitored first by MC and ran by 3rd grade aide, then released to 3rd grade aide with radio support as needed.

Understanding DIBELS report & Family Resources

What are DIBELS and what is assessed?

The Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through 5th grade at NES. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS is a predictor of literacy strategies (what strategies students use to be able to read words as fluency is a foundational marker for reading ability and growth).

DIBELS are comprised of *seven* measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties. (www.dibels.org)

The Nome Public Schools School District (NPSSD) uses the "DIBELS" Progress Monitoring assessment to monthly monitor the development of early literacy and early reading skills in Kindergarten through third for all students and in fourth and fifth grades for students at the intensive and strategic levels. As stated on the DIBELS website, "DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties." Nome Public Schools assesses students three times each year (BOY: beginning of year; MOY: middle of year & EOY: end of year).

The five (5) key basic early literacy skills:

1. **Phonemic Awareness:** The knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. This is the ability to blend sounds into words and take them apart (decode and encode).
2. **Alphabetic Principle & Phonics:** Understanding the relationship between a specific letter and its sound, as it relates to the written word. The knowledge that letters of the alphabet represent phonemes and that these sounds blend together

to form written words. Phonemes are the smallest unit of sound in a word. (cat = c/a/t; fish = f/i/sh).

3. **Accurate and Fluent Reading:** The ability to recognize words easily and to read accurately and smoothly with few mistakes.

4. **Reading Comprehension:** Understanding what is spoken or read. Students demonstrate understanding using skills such as summarizing.

5. **Vocabulary:** Understanding and correctly using a variety of words. Student increase vocabulary through text (using context clues) and individual vocabulary lists.

How are DIBELS scores interpreted? What does "benchmark" mean?

A DIBELS report will include both a <u>Composite Score</u> and <u>individual section scores</u>.
- The "Goal" listed on the sheet indicates the lowest score a student can receive to be considered at "benchmark."
- Benchmark scores indicate adequate reading progress. This means the student is likely to achieve the next benchmark goal. Statistically, these students have an 80-90% chance to remain on benchmark throughout the year.

While the Composite Score is considered to provide the _best estimate_ of early literacy skills and/or reading proficiency, _all_ of a student's individual scores should be reviewed. Some students with a Composite Score at benchmark may still need additional support in a specific area, as evidenced by a below benchmark score on an individual section.

Green/Benchmark: Means a student obtained the benchmark score (she/he is on grade level). Odds of achieving subsequent literary goals: 80-90%.

Supports (at home and school)
- Family: continue to encourage student(s) to read on their own, every day, to continue developing/advancing the skill. Research shows this is the best approach to maintaining/advancing reading ability.
- To support the research, reading logs are a part of the weekly homework at NES, to be turned in every Friday. _Classrooms are celebrated based on number of total student reading logs returned to school._
- Individual reading is also regularly encouraged by classroom teachers, and students in this category are given time each day to do independent reading as part of differentiated instruction rotations.

Yellow/Strategic: Means a student fell below "benchmark": also known as **below** grade level. Their measurement of success is within a range of scores for

which future success is more difficult to predict. *To ensure success, it is recommended that these students receive targeted additional support in the particular skills area, with regular monitoring.* Odds of achieving subsequent early literacy goals: 40-60%.

Supports (at home and school)

- Teachers do a small group rotation during the school day, where they work specifically with students for targeted intervention support.
- Some students in this category get small group intervention during "Title 1 services". Students are selected by greatest need,
- Some students qualify for and receive special education services.
- Yellow category students can be supported at home using intentional reading together with family (and can be used for reading logs).
- Easy to follow at home guide for each grade level, which can guide parents to support growth towards grade level, can be found at https://education.alaska.gov/Alaska-Reading-Resources/parent-resources (click on the grade level listed)
- If you would like a printed version of the above resource, please email our principal, Michelle Carton, and ask for a parent reading resource guide. Include your kiddo's name and grade level. michellecarton@nomeschools.org

Red/Intensive: Means a student fell below "benchmark" (far below proficient). This score indicates that the student is unlikely to achieve reading goals without additional, targeted instructional support. The intensive support needed should incorporate something more or different from the core curriculum. Odds of achieving subsequent early literacy goals: 10-20%.

Supports (at home and school)

- 1-2nd grade students in these categories are eligible to receive structured tutoring support after school, from 2:10-2:40 PM.
- Starting in January, Kinder students identified in the category of "red" will also qualify for tutoring in this area.
- Most students in this category get small group intervention during "Title 1 services".
- Some students in this category qualify for, and receive, special education services.
- Red category students can be supported at home using intentional reading together with family (and can be used for reading logs).
- Easy to follow at home guide for each grade level, which can guide parents to support growth towards grade level, can be found at

https://education.alaska.gov/Alaska-Reading-Resources/parent-resources
(click on the grade level listed)
- If you would like a printed version of the above resource, please email our principal, Michelle Carton, and ask for a parent reading resource guide. Include your kiddo's name and grade level.
michellecarton@nomeschools.org

What happens if a student is not at benchmark?

The elementary school admin team is responsible for ensuring that DIBELS scores are reviewed and that appropriate interventions are provided to students, per the Alaska Reads Act. This process is referred to within the schools as "Response to Intervention" or "RTI." NES has a student data committee, and leadership team, that will support administration and teachers in the implementation of interventions. If you are concerned about your child's reading skills, please have a discussion with your child's teacher to inquire how we, at school and family at home, can support your child.

Useful information for reading the DIBELS report: For more information: DIBELS: www.dibels.org

This document was prepared for parents by Nome Elementary School.

The information below is provided by a variety of sources:

Resources for Parents
From the *University of Oregon DIBELS* Website
- The Parent Guide to DIBELS Assessment takes a deeper dive into information on the different DIBELS measures, what is being assessed, and what they mean https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2021-06/dibelsparentguide.pdf
- The *National Center on Improving Literacy* offers resources for families to support their student's reading progress. Families and Schools Partnering for Children's Literacy Success Implementation Toolkit (below): https://improvingliteracy.org/kit/families-and-schools-partnering-childrens-literacy-success
- Parents & Families Page: https://improvingliteracy.org/family
- Understanding Screening: Overall Screening and Assessment brief and infographic:https://improvingliteracy.org/brief/understanding-screening-overall-screening-and-assessment
- Increasing Instructional Intensity Across Tiers of Support brief and infographic:

https://leadforliteracy.org/briefs/increasing-instructional-intensity-across-tiers-support

Terminology

Assessment: A process of collecting information, seen as "testing"

Benchmark: A standard, or point of reference, against which other similar things can be compared. Also seen as "right on track" when referring to a student as at benchmark.

Progress Monitoring: The frequent, ongoing assessment of a student's progress toward the goals of an intervention. This happens bi-weekly at NES.

Risk: The chance that a student may not be on track to meet grade level goals in reading.

Screening: Short processes to find students who need help in reading, writing, spelling, or math.

Appendix 3: Administrator Professional Goals

2 Interdependent (related) Goals:

Goal 1: Students will exhibit growth in SEL skills, personal celebration, interpersonal skills, leadership, and ownership.

Goal 2: Students will feel connected to their learning environment as a place to feel culturally grounded, supported, and vulnerable to take risks.

Specific: By creating intentional systems, structures, and opportunities at NES, while experiencing extensive engagement with families, students and family SCCS data will exhibit growth in SEL and cultural connectedness (family & student SCCS). This growth will create a foundation for student to elevate academic growth through building a love for learning in a space that is culturally connected and emanates semblance of safety.

Measurable:

For Students:

- According to SCCS, the question "If someone asks me, I can tell them how I am feeling" registered the rate for 2024-25 @42% favorably, and for 2025-26 @28% favorably (14% drop from '24-'25 SY). By the end of SY '25-'26, the rate of "favorably" will be raised to 42% (the same as the previous year).
- According to SCCS, the question, "Students believe they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making" registered the rate for 2024-25 @63% favorably, and for 2025-26 @54% favorably (9% drop from '24-'25 SY). By the end of SY '25-'26, the rate of "favorably" will be raised to 63% (the same as the previous year).
- According to SCCS, the question, "I respect people even if they are different" registered the rate for 2024-25 @92% favorably, and for 2025-26 @80% favorably (12% drop from '24-'25). By the end of SY '25-'26, the rate of "favorably" will be raised to 92% favorably.

- Student SEL growth will correlate with student academic growth, overall, and especially within grades 3-5.

For Families/Community:

- For SY '24-'25 NES scored 79% positive rating in the area of cultural connectedness, whereas, according to SCCS Survey on the subject of Cultural Connectedness is defined as, "Cultural Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness." By the end of SY '25-'26, the rate of "favorably" will be raised to 89%.
- According to the 2025 School Climate & Connectedness Survey 2025 Family Survey, 44% of respondents felt they needed better communication with the school, the highest expressed needs by 7 percentage points. By the end of the year, SCC survey will indicate a 7% drop in this category.

Achievable: How will these be achieved?

For Students:

- Principal will guide the school to become more founded in cultural approaches and language acquisition and practice, both English and Inupiaq.
- Principal will be intentional about celebrating students, *and* addressing student discipline, using the AK cultural standards, community guidance, and the Inupiaq values.
- Principal will work with leadership team, stakeholders, and community entities to enrich the cultural and place based experiences, learning, and knowledge at NES.
- Principal will create intentional opportunities to celebrate and connect with students, to create a foundation for student overall growth and desire for self management. Principal will work closely to develop opportunities to build student leadership.

- Students in grades 3-5 will participate in NES created leadership opportunities and communication with adults and community members.
- Principal will partner with Rural Cap, utilizing their Elder Mentor Program to bring in elders and volunteers in a manner that honors and celebrates the connection and learning.

For Families/Community:

- Principal will connect the SEL markers (above) to the Inupiaq values and AK Cultural standards in creation of school wide goals for SY 25-26. Principal will work closely with a leadership team to create structures and system that become foundational.
- Principal will be intentional about including families in communicating the workings of NES to families and the community. The principal will work with stakeholders to grow the school environment to feel as though it is a "living, breathing reflection of the learning within" through visual engagement/representation.
- Principal will initiate and be a part of creating school wide continuous improvement goals around engaging families and the communities in placed based exploration and learning, as well as culturally connected opportunities and events.
- Principal will seek opportunities to connect with community entities, seek input from cultural and community entities, and provide intentional opportunities for families to share feedback, both in principal initiated opportunities (a one-pager requests at a school board meeting, resource fair at open house, creation and engagement in cultural event (Inuit Day, Indigenous Peoples' Day), etc.) and engagement in existing opportunities (family engagement center, calendar and safety committees, etc.)
- Principal will partner with Rural Cap, utilizing their Elder Mentor Program to bring in elders and volunteers in a manner that honors and celebrates the connection and learning.

Relevant: By reaching these goals, students will feel more connected to the school environment, families will feel more welcome and desiring to be a part of the "portrait of a graduate", cultural practice will begin feeling foundational while intentionally rooting in the NPS board priorities.

Time-Bound: The stated goals will be considered and examined monthly, beginning in December, to monitor progress towards completion, and will be reevaluated at the end of 2025-26 school year to consider renewal and adjustment for following year. These goals are designed to be a three year progress and evaluative plan.