

Raleigh-Bartlett Meadows Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

RBM will increase ELA on-track and mastery proficiency rates in the 3-5 grade band* **including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students** from ****14.6% in SY24 to 20.6% in SY26.***

Performance will be measured using the following tools

TNReady Assessment

District Universal Screener using IReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. *This will include Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students.*</p> <p>School level data shows the following for Winter 25 IReady overall data results show overall 32% met plus exceeded in ELA. For Spring 25 IReady results show overall 40% met plus exceeded in ELA.</p> <p>Benchmark Indicator ** Implementation**</p>	<p>[A 1.1.1] Participate in Weekly PLCs and Collaborative Planning</p> <ul style="list-style-type: none"> * Teachers meet to create and align instruction to standards aligned performance-based objectives. * Teachers collaborate on lesson planning. * Focus instruction on teaching the academic vocabulary to students to understand the what and why of their learning task * Implement the gradual release of responsibility instructional strategy to provide multiple opportunities to engage in standards based learning * Teachers discuss ways to provide multiple opportunities for students to engage in reading, speaking, and writing from complex text. * Teachers discuss ways to provide daily opportunities for students to engage in independent reading and writing assignment * All teachers will participate in deliberate practice 	<p>Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/18/2026</p>	<p>Fund 1</p>	

<p>o Quarterly Formal Observation Tool</p> <p>o Weekly lesson plans</p> <p>**Effectiveness**</p> <p>o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p>	<p>demonstrations and review delivery of instruction from peers.</p>				
	<p>[A 1.1.2] Use Researched Based District Approved Curriculum</p> <ul style="list-style-type: none"> * Use the Wonders curriculum during core instruction. * Create and align instruction to standards aligned objectives. * Use the Ready Reading books and other materials provided by Curriculum Associates to supplement the core curriculum * Use IReady teacher assigned lessons as an additional online supplemental tool to provide extra practice with ELA TN State standards during virtual learning. * Follow district curriculum map and pacing as designed by the district to expand knowledge of standards by increasing instructional focus on all standards. 	<p>Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/18/2026</p>	<p>Fund 1</p>	
	<p>[A 1.1.3] Improving student achievement and growth by supporting rich learning environments.</p> <p>Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support reading academic growth and achievement to support all students *including Black/African</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs</p>	<p>05/18/2026</p>	<p>Fund 1</p>	

	American, Black/Hispanic/Native American, and Economically Disadvantaged students*	Robinson, PLC Coach			
	<p>[A 1.1.4] Implement Parent Reading Night</p> <p>* Provide professional development to parents on how to help their child at home.</p> <p>* Supply parents with resources to assist their child at home with literacy.</p>	Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach	05/18/2026	Fund 1 Fund 12	
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, and school administrators on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>** Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>[A 1.2.1] Attend High Quality Professional Development</p> <p>Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p> <p>**Acquire the following resources:**</p> <ul style="list-style-type: none"> + School and district level PD to increase capacity of the Administration and the instructional leadership team. + School and district level PD to increase the capacity of parents and volunteers to support school-wide instruction. + School and district level PD to increase teacher capacity that supports the instructional program. 	Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach	05/18/2026	Fund 1	

	<ul style="list-style-type: none"> + Updated technology for students and staff that meets the demands of blended learning resources in support of instruction in alignment with the curriculum. + Resources to support the development of new teachers. + General resources to support the instructional program. 				
	<p>[A 1.2.2] Provide High Quality Professional Development for RTI2</p> <p>Teachers, educational assistants, and support teachers will attend PD to provide high quality intervention for Tier 2 and Tier 3 students who will be progress monitored.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist</p>	05/18/2026	Fund 1	
	<p>[A 1.2.3] Attend Standards Aligned Professional Development</p> <ul style="list-style-type: none"> * The ILT will attend and facilitate PD with iReady Reading and Wonders to increase the fidelity and efficiency of instructional implementation within the classroom and classroom learning space. * Teachers will participate in standards aligned PD at the school and District level on implementing rigorous instruction that aligns to the TN State Standards. 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	05/18/2026	Fund 1	
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data 	<p>[A 1.3.1] Provide Quality Reading Intervention to Tier 2 and Tier 3 Students</p> <ul style="list-style-type: none"> * Create and implement a 45-minute school-wide intervention block * Provide explicit foundational literacy and grammar instructions for grades K-5 * Assign all students (Tier 1, 2 and 3) iReady Reading instructional leveled lessons according to students' lowest (progressive) deficit areas * Access 45 minutes or more of iReady Reading weekly * Monitor, with fidelity, weekly iReady usage and 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist</p>	05/18/2026	Fund 1	

<p>o Monthly data meeting agenda and minutes</p> <p>**Effectiveness**</p> <p>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students.*</p>	<p>performance</p>				
	<p>[A 1.3.2] Provide Quality Reading Instruction for Tier 1 Students * All Tier 1 students will be provided with Ready Lessons on their instructional level * Access 45 minutes or more of iReady Reading weekly using computers and tablets w/wireless mouse for improved functionality of iReady * Monitor with fidelity, weekly iReady usage and performance.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist</p>	<p>05/18/2026</p>	<p>Fund 1</p>	
	<p>[A 1.3.3] Provide Additional Reading Intervention * Provide Learning Lab support to allow students additional access to IReady intervention to complete MyPath lessons that address learning deficits in reading. * Provide pull out supports utilizing support staff, teacher assistants, and specialized education assistants to address identified skill deficits in reading for intervention students</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist</p>	<p>05/18/2026</p>	<p>Fund 1</p>	
<p>[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. *This will include Black/African American, Black/Hispanic/Native American, and Economically</p>	<p>[A 1.4.1] Access to Early Literacy Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students*.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach;</p>	<p>05/29/2026</p>	<p>Fund 1 Fund 12</p>	

<p>Disadvantaged students.*</p> <p>School level data shows the following for Winter 25 IReady overall data results show overall 32% met or exceeded in K-2 early literacy. For Spring 25 IReady results show overall 49% met or exceeded in K-2 early literacy.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly lesson plans o Quarterly student work samples <p>** Effectiveness**</p> <ul style="list-style-type: none"> o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. o Quarterly review of student work samples will show students' mastery of standards at 70% or higher *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students.* 	<ul style="list-style-type: none"> * Provide intensive, explicit teaching of foundational skills using district approved curriculum and resources to ensure mastery of grade level standards and expectations. * Assign i-Ready Reading lessons to address foundational literacy deficits in alignment with individual student needs. * Have students use technology to improve the functionality of I-Ready online instruction * Use weekly data from various sources to inform planning and drive instruction. * .Provide multiple opportunities for students to engage in independent learning opportunities to practice foundational literacy skills. * Provide an additional hour of intervention weekly during support via the school-wide master schedule. * Education assistants provide small group pull out in addition to teacher's blended learning rotation. * Increase family engagement and provide strategies for parents to partner with the school to improve students' foundational literacy skills. 				
	<p>[A 1.4.2] Improving student achievement and growth by supporting rich learning environments.</p> <p>Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support early literacy for academic growth and achievement.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach;</p>	<p>03/02/2026</p>	<p>Fund 1 Fund 12</p>	
	<p>[A 1.4.3] Attend High Quality Professional Development</p> <p>Administrators, teachers and paraprofessionals will participate in school and district level trainings based on the academic and social needs of the</p>	<p>Dr. Robinson, Principal; Kevin Jordan, Dean of Students;</p>	<p>05/29/2026</p>	<p>Fund 1 Fund 12</p>	

	<p>students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective in foundational literacy implementation. Teachers and paraprofessionals will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Specialized education assistants will attend mandatory trainings as required by the district to continue foundational skill development.</p> <ul style="list-style-type: none"> * Quarterly Foundational skills PD offered during faculty meetings and vertical teams meetings. * Individualized coaching sessions for foundational literacy aligned to the specific needs of RBM. * Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement. * Model literacy best practices for K-2 teachers. * Collaborative lesson planning to ensure equity of instruction across the grade levels. * School to school peer observations and district level PD to build the capacity of all staff members to provide effective foundational skills instruction in alignment with research based best practices. * Master schedule reflects time for collaborative learning opportunities for teachers to ensure equitable foundational literacy skills instruction school-wide. <p>Acquire the following resources:</p> <ul style="list-style-type: none"> * Additional foundational literacy manipulatives for K-2 classrooms. * General and technology resources needed to facilitate foundational literacy instruction in individual classrooms. * School and district PD to build the capacity of all staff members to provide effective foundational skills instruction in alignment with research based best practices. 	Denise Briggs Robinson, PLC Coach			
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[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

RBM will increase MATH on-track and mastery proficiency rates in the 3-5 grade band* **including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students **from**** 9.2% in SY24 to 13.2% in SY26.***

Performance measures will be monitored by the following:

TNReady Assessment

District Universal Screener IReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Quarterly Formal Observation Tool o Weekly lesson plans <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Quarterly formal observation tool will reflect that 	<p>[A 2.1.1] Participate in Weekly PLCs and Collaborative Planning</p> <ul style="list-style-type: none"> * Teachers meet to create and align instruction to standards aligned performance-based objectives. * Teachers collaborate on lesson planning. * Focus instruction on teaching the academic vocabulary to students to understand the what and why of their learning task. * Implement the gradual release of responsibility instructional strategy to provide multiple opportunities to engage in standards based learning. * Teachers discuss ways to provide multiple opportunities for students to engage in reading, speaking, and writing from complex text. * Teachers discuss ways to provide daily opportunities for students to engage in independent reading and writing assignment. 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach;</p>	<p>05/29/2026</p>	<p>Fund 1</p>	

<p>100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p>					
	<p>[A 2.1.2] Use Researched-Based District Approved Curriculum</p> <ul style="list-style-type: none"> * Use the district approved curriculum and other supplemental resources to teach math * Create and align instruction to standards aligned objectives. * Use IReady teacher assigned lessons as an additional online instructional tool to provide extra practice with the math TN State standards during technology learning center * .Follow district curriculum map and pacing as designed by the district to expand knowledge of standards by increasing instructional focus on all standards. 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/29/2026</p>	<p>Fund 1</p>	
	<p>[A 2.1.3] Improving student achievement and growth by supporting rich learning environments.</p> <p>Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support math academic growth and achievement.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>03/02/2026</p>	<p>Fund 1 Fund 12</p>	
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Weekly collaborative planning agenda and</p>	<p>[A 2.2.1] Attend High Quality Professional Development</p> <ul style="list-style-type: none"> * Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/29/2026</p>	<p>Fund 1</p>	

<p>minutes</p> <p>o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p>** Effectiveness**</p> <p>o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>	<p>Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>				
	<p>[A 2.2.2] Attend Standards-Aligned Professional Development</p> <p>* The principal will include the ESL teacher, SPED teacher, and CLUE teacher as part of the ILT team to ensure that all students are receiving quality grade-level access to standards aligned instruction (with appropriate scaffolds as needed).</p> <p>* The ILT will attend and facilitate PD with iReady Math to increase the fidelity and efficiency of instructional implementation within the classroom and virtual learning space.</p> <p>* Teachers will participate in standards aligned PD at the school and District levels on implementing rigorous instruction that aligns to the TN State Standards.</p> <p>* The RTI Team and teachers will work cooperatively to identify students' deficit areas and plan and implement instructional strategies that will bridge the gap to achieving mastery of the TN Ready State Standards.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/29/2026</p>	<p>Fund 1</p>	
	<p>[A 2.2.3] Attend Standards-Based Training</p> <p>* All teachers will participate in vertical teams training to understand and identify the level of progression of state standards to support student learning in math.</p> <p>* Teachers will participate in district mandated</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students;</p>	<p>05/29/2026</p>	<p>Fund 1</p>	

	training to develop understanding of curriculum navigation and pacing tools.	Denise Robinson, PLC Coach			
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>**Targeted Intervention and Personalized Learning Action Steps**</p> <p>* Calendar Data Team meetings for the school year to provide all members prior notice for prioritizing the meeting.</p> <p>* Create an assessment schedule to promote fidelity of the assessment process.</p> <p>* Hire before school tutoring staff and send initial invitation for participation to as-risk students.</p> <p>* Observe ESL, SPED and CLUE teachers to ensure implementation of student plans and high quality instruction.</p> <p>**Acquire the following resources:**</p> <p>* Additional personnel to assist with the intervention process/program *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students* .</p> <p>* Additional personnel to assist with tutoring students.</p> <p>* Resources to facilitate and enhance the intervention process.</p> <p>* Resources to assist with planning for all staff members.</p>	<p>[A 2.3.1] Targeted Intervention & Personalized Learning</p> <p>* Calendar Data Team meetings for the school year to provide all members prior notice for prioritizing the meeting.</p> <p>* Create an assessment schedule to promote fidelity of the assessment process.</p> <p>* Hire before school tutoring staff and send initial invitation for participation to as-risk students.</p> <p>* Observe ESL, SPED and CLUE teachers to ensure implementation of student plans and high quality instruction.</p> <p>**Acquire the following resources:**</p> <p>* Additional personnel to assist with the intervention process/program.</p> <p>* Additional personnel to assist with tutoring students.</p> <p>* Resources to facilitate and enhance the intervention process.</p> <p>* Resources to assist with planning for all staff members.</p> <p>* Updated technology to meet the demands of personalized learning platforms and resources.</p>	Dr. Isaac Robinson, Principal	11/21/2025	Fund 1	

<p>* Updated technology to meet the demands of personalized learning platforms and resources.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points for all students *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students*. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 					
	<p>[A 2.3.2] Provide Quality Math Intervention * Assign all students (Tier 1, 2 and 3) iReady Math instructional leveled lessons according to students' lowest (progressive) deficit areas *including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students.* * Access 45 minutes or more of iReady Math weekly * Monitor, with fidelity, weekly iReady usage and performance</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>05/29/2026</p>	<p>Fund 1</p>	
	<p>[A 2.3.3] Increased Staffing for Intervention * Create universal intervention block to increase manpower for intervention supports to include support staff for intervention groups. * Create and implement a 45-minute school-wide intervention block to provide additional instruction and support * Train and utilize specialized education assistants, educational assistants, and all support teachers to</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach</p>	<p>10/31/2025</p>	<p>Fund 1</p>	

	provide high quality intervention for Tier 2 and Tier 3 students who will be progress monitored				
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[G 3] Safe and Healthy Schools
 By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure
 RBM will increase the school-wide attendance rate* from ****89.9% in SY24 to 92.9% in SY26.***

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o 20-day attendance reports o 20-day behavior reports <p>** Effectiveness**</p> <ul style="list-style-type: none"> o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. o 20-day behavior reports will reflect a 5% decrease in the number of student infractions. 	<p>[A 3.1.1] Supports for chronic attendance Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <ul style="list-style-type: none"> * Develop a chronic absenteeism task force to implement the chronic absenteeism reduction plan for chronically absent and truant students. * Increase family engagement to encourage parental support of the instructional program to positively impact attendance and student behavior. * Staff PD on school-wide progressive discipline plan to address social and emotional learning. * Open the falcon store with regularity (coupled with other incentives to encourage positive behavior. * Monthly data team meetings with teachers, administration, professional school counselor, social worker and school psychologist to address implications of attendance on academics. * Monitor student and school attendance data in 	Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Saafir Muhammad, Behavioral Specialist, and Sharita Luellen, Attendance Liason	05/29/2026	Fund 1 Fund 12	

	<p>Power BI</p> <p>**Acquire the following resources:**</p> <ul style="list-style-type: none"> * Resources to improve two-way communication with parents to promote family engagement. * Resources to provide PD for families to support targeted interventions/supports. * School and district level PD to assist with interventions and initiatives for improving attendance supports. * General resources to facilitate implementation of targeted attendance interventions and support. * Acquire personnel to assist with implementation of attendance interventions and supports. 				
	<p>[A 3.1.2] Create an Attendance Team to Monitor Grade-Level Absences</p> <ul style="list-style-type: none"> * Dean of Students, School Counselor, Attendance Liason, Behavioral Specialist, Assistants and support teachers will serve as an attendance liaison to contact parents regarding absences. * The Attendance Team will monitor implementation of RTI-B guidelines and expectations. 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist</p>	05/29/2026	Fund 1	
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance.</p>	<p>[A 3.2.1] Quality Professional Development PD to support implementation of targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.</p>	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students;</p>	05/29/2026	Fund 1	

<p>Benchmark Indicator **Implementation**</p> <p>o Annual RTI2-B data training agenda and minutes</p> <p>o Annual SART and SARB training agenda and minutes</p> <p>**Effectiveness**</p> <p>o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<ul style="list-style-type: none"> * School and district level PD for staff on strategies to reduce chronic absenteeism. * Training for families to develop school partnerships that positively impact student attendance. * Open the falcon store with regularity (blended with other incentives to encourage improved attendance. * Monthly data team meetings with teachers, administration, professional school counselor, social worker and school psychologist to address implications of negative attendance on academics. * Monitor student and school level. <p>**Acquire the following resources:**</p> <ul style="list-style-type: none"> * Resources to improve two-way communication with parents to promote family engagement. * Resources to provide PD for families to support targeted interventions/supports. * General resources to facilitate implementation of targeted attendance interventions and support. * Utilize personnel to assist with implementation of attendance interventions and supports. 	<p>Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist</p>			
	<p>[A 3.2.2] Provide Social Emotional Learning Professional Development</p> <ul style="list-style-type: none"> * Participate in ACES (Adverse Childhood Experience) SEL (Social-Emotional Learning) PD to gain understanding of how adverse situations negatively affect students * Learn strategies to build teacher capacity with dealing with SEL students * Focus on positive SEL strategies during morning meeting, and Falcon Focus Learning Reflection 	<p>Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad,</p>	<p>05/29/2026</p>	<p>Fund 1</p>	

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