

Peabody Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 12, 2025 10:16 AM CDT

**[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**

The percentage of Peabody students in grades 3–5 scoring proficient or above on the ELA TCAP will increase from 33.1% in SY24 to at least 37% in SY26 as measured by the Tennessee Comprehensive Assessment Program (TCAP).

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action Step                                                                                                                                                                                                                                                                                                                                | Person Responsible            | Estimated Completion Date | Funding Source | Notes |
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| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/>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.</p> <p><b>Benchmark Indicator</b><br/>**Benchmark Indicator**</p> <p>Implementation</p> <p>* Quarterly Data Dig Minutes<br/>* Weekly Informal Observation Tool and rubric<br/>* Weekly lesson plans<br/>Effectiveness</p> <p>* Quarterly data dig minutes will show at least 70%</p> | <p><b>[A 1.1.1] Purchase of Supplemental Resources and Materials</b><br/>PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Reading where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use and increase achievement.</p> | Monifa Roberts<br>(PLC Coach) | 04/01/2026                | Title 1        |       |

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| <p>of students tested will meet or exceed expectations on formative assessments with a score of 70% or higher.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* 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><b>[A 1.1.2] Data Driven Instruction</b></p> <p>Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, iReady) to diagnose individual student needs and plan for reteaching of standards in areas where students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students' actions to develop a plan to address misconceptions using other research-based instructional strategies.</p>                                                      | <p>Crystal Griffin, Dean of Students (Math Lead), Monifa Roberts, PLC Coach (ELA Lead), Kecia Allen-Branch, Optional Coordinator (Science Lead)</p>                                  | 05/15/2026 | SBB     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>[A 1.1.3] Implementation of Adopted Curriculum and Resources</b></p> <p>District adopted ELA curriculum and resources will be implemented as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.</p> | <p>Crystal Griffin, Dean of Students (Math Lead), Monifa Roberts, PLC Coach (ELA Lead), Kecia Allen-Branch, Optional Coordinator (Science Lead), Anna Freymeyer (ELA ILT Member)</p> | 05/15/2026 | SBB     |  |
| <p><b>[S 1.2] Professional Development</b></p> <p>Provide professional development for teachers, administrators, and instructional leaders on how to</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>[A 1.2.1] New Teacher Monthly PD</b></p> <p>Teachers that are labeled as year 0 and year 1 to the school building will receive a monthly</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Angela Askew (principal), Monifa</p>                                                                                                                                              | 04/10/2026 | Title 1 |  |

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| <p>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><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* School-Based Workstation/Small Group PD presentations</li> <li>* School-Based Data Driven Instruction PD presentation</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</li> <li>* School-Based Workstation/Small Group PD will result in 10% increase in the number of teachers effectively implementing workstations and small groups to reteach and reenforce standards-aligned content, resulting in students scoring 80% or higher on standards.</li> <li>* School-Based Data Driven Instruction PD will result in 10% increase in the number of teachers effectively analyzing data to plan next steps and create re-teaching plan, resulting in students scoring 80% or higher on standards</li> </ul> | <p>professional development to enhance their instructional tools to implement a quality instruction to students. Following the academic matrix provided by the district, new teachers will be trained on a variety of topic ranging from instructional strategies, instructional materials, analyzing student work, and use of classroom data. Additionally, informal data will be collected on the school level to plan for professional development of new teachers based on their individual needs.</p> | <p>Roberts, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)</p>        |                   |                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>[A 1.2.2] Half Day Planning</b><br/> To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching</p>                                                                                                                   | <p>Angela Askew (principal), Monifa Roberts, PLC Coach (ELA Lead)</p> | <p>02/20/2026</p> | <p>Title 1</p> |  |

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|                                                                                                                                                                                                                                                                                                                                        | Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2-day planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |            |           |  |
|                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 1.2.3] Collaborative Planning</b></p> <p>On Mondays, teachers will follow the PLC Cycle to analyze student data and analyze student work to plan for next steps within instruction to address students' misconceptions. On Thursdays, classroom teachers will attend a school based collaborative planning session where they will plan with their team or vertical team for instruction. Within Collaborative Planning, teachers will engage in a process called deliberate practice where teachers will practice with their peers with the delivery of instruction. This will also be a time where teachers are able to share effective instructional strategies that work based on data, curriculum resources, and curriculum materials.</p> | Angela Askew (principal), Monifa Roberts, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)          | 05/22/2026 | Title 1   |  |
|                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 1.2.4] School Based PD</b></p> <p>Using informal data from Zoho (informal classroom data) and TEM (formal classroom data), School Admin will analyze the classroom needs to teachers to plan for professional development for teachers. School Admin will deliver professional development to classroom teachers to support with the implementation of effective instruction to support all learners.</p>                                                                                                                                                                                                                                                                                                                                       | Angela Askew (principal), Monifa Roberts, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)          | 03/20/2026 | Title 1   |  |
|                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 1.2.5] Local and Out of Town PD</b></p> <p>Admin, Faculty, and Staff will participate in local and out of town PD.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Angela Askew (principal), Crystal Griffin (Dean of Students)                                      | 06/30/2026 | Funding 1 |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></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><b>Benchmark Indicator</b></p> | <p><b>[A 1.3.1] Weekly and Bi-Weekly Progress Monitoring</b></p> <p>Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p>                                                                                                                                                                                                                                                                                                                        | Angela Askew (principal), Crystal Griffin (Dean of Students), Monifa Roberts (PLC Coach), Michael | 04/10/2026 | SBB       |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                |                   |            |  |
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| <p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting minutes</li> <li>* Bi-weekly fidelity checks for RTI2 and Extended Learning student progress monitoring</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Bi-Weekly fidelity checks will reflect that 100% of teachers and tutors are implementing the RTI2 and extended learning curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</li> </ul> | <p>Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p> | <p>Parrish (Educ. Assistant)</p>                                                                                                               |                   |            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>[A 1.3.2] Intervention</b></p> <p>Students in grades K-5 will receive daily intervention. Intervention will depend on the students' content area, tier, and area of deficit. Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.</p>                             | <p>Angela Askew (principal),<br/>Crystal Griffin (Dean of Students),<br/>Monifa Roberts (PLC Coach),<br/>Michael Parrish (Educ. Assistant)</p> | <p>04/10/2026</p> | <p>SBB</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>[A 1.3.3] Extended Learning/Tutoring</b></p> <p>Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level.</p>                                                        | <p>Monifa Roberts (PLC Coach)</p>                                                                                                              | <p>04/10/2026</p> |            |  |
| <p><b>[S 1.4] Implementation of Foundational Literacy Supports</b></p> <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 1.4.1] Professional Development Logs</b></p> <p>Instructional leaders will maintain monthly PD logs for all classroom teachers and educational assistants to document participation in science of reading-based professional learning. Logs will be reviewed by the leadership team to ensure</p>                                                    | <p>Angela Askew (Principal),<br/>Monifa Roberts (PLC Coach),<br/>Crystal Griffin (Dean of Students),</p>                                       | <p>04/10/2026</p> | <p>SBB</p> |  |

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| <p>development of K-2 students reading skill set.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation Benchmarks**</b></p> <ul style="list-style-type: none"> <li>* Monthly PD logs maintained for all staff.</li> <li>* Monthly data meeting minutes documenting strategies.</li> <li>* Bi-weekly fidelity checks of PD implementation.</li> </ul> <p><b>**Effectiveness Indicators**</b></p> <ul style="list-style-type: none"> <li>* Semester surveys, completed at a rate of 90% or higher, will reflect teachers' and staff members' increased confidence in implementing strategies to improve attendance and behavior.</li> <li>* Teacher and staff quarterly attendance at professional development sessions, expected at 95% or above, will be collected using PLZ and reviewed by the school leadership team to inform future learning opportunities.</li> <li>* Monthly data reviews will reflect at least a 10% decrease in chronic absenteeism and a 10% decrease in office discipline referrals as a result of implementing PD strategies.</li> </ul> | <p>alignment with schoolwide literacy goals and used to inform future learning opportunities.</p>                                                                                                                                                                                                                                                                                          | <p>Kecia Branch (Opt. Coordinator)</p>                                                                     |                   |            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>[A 1.4.2] Data Meetings</b></p> <p>Grade-level teams and content area leads will hold monthly data meetings to review student literacy performance, analyze progress monitoring results, and identify instructional adjustments. Meeting minutes will document strategies discussed, next steps, and follow-up actions to ensure accountability and alignment to literacy goals.</p> | <p>Monifa Roberts (PLC Coach), Crystal Griffin (Dean of Students), Kecia Branch (Optional Coordinator)</p> | <p>05/15/2026</p> | <p>SBB</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>[A 1.4.3] Professional Development Implementation Fidelity Checks</b></p> <p>Administrators and content leads will conduct bi-weekly fidelity checks through classroom walkthroughs, observation tools, and coaching conversations to verify that strategies from</p>                                                                                                                | <p>Angela Askew (Principal), Monifa Roberts (PLC Coach), Crystal Griffin (Dean of</p>                      | <p>04/10/2026</p> | <p>SBB</p> |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | professional learning are implemented consistently and effectively across K–5 classrooms.                                                                                                                                                                                                                                                   | Students),<br>Kecia Branch<br>(Optional<br>Coordinator)                    |                           |                |       |
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| <p><b>[G 2] Mathematics</b><br/>           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.</p> <p><b>Performance Measure</b><br/>           The percentage of Peabody students in grades 3–5 scoring proficient or above on the Math TCAP will increase from 27.5% in SY24 to at least 37% in SY26 as measured by the Tennessee Comprehensive Assessment Program (TCAP).</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p> |                                                                                                                                                                                                                                                                                                                                             |                                                                            |                           |                |       |
| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Action Step                                                                                                                                                                                                                                                                                                                                 | Person Responsible                                                         | Estimated Completion Date | Funding Source | Notes |
| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/>           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><b>Benchmark Indicator</b><br/>           **Implementation**</p> <p>* Quarterly informal Observation Tool<br/>           * Quarterly Data Dig Minutes<br/>           * Weekly lesson plans<br/>           **Effectiveness**</p> <p>* Quarterly informal observation tool will show that</p>                                                                                                                                                                                                                                   | <p><b>[A 2.1.1] Purchase of Supplemental Materials</b><br/>           PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Math where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use to increase student achievement.</p> | Monifa Roberts<br>(PLC Coach),<br>Telicia<br>Goodman<br>(Math ILT<br>Team) | 04/30/2026                | SBB            |       |

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| <p>100% of teachers are effectively implementing the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p> <p>* 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><b>[A 2.1.2] Data Driven Instruction</b></p> <p>Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, iReady) to diagnose individual student needs and plan for reteaching of standards students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students actions to develop a plan to address misconceptions using other research-based instructional strategies.</p>                                                                | <p>Dean of Students<br/>(Crystal Griffin - Math Lead),<br/>Alexis Heyser (ILT Team Math)</p>                       | 05/08/2026 | SBB |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>[A 2.1.3] Use of Adopted Curriculum and Resources</b></p> <p>Classroom Teachers will use District Approved Curriculum and Resources as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.</p> | <p>Crystal Griffin (Dean of Students- Math Lead), Telicia Goodman (ILT Team Math)</p>                              | 05/15/2026 | SBB |  |
| <p><b>[S 2.2] Professional Development</b></p> <p>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b></p>                                                                                                                                                               | <p><b>[A 2.2.1] Weekly Collaborative Planning PLC Meetings</b></p> <p>Teachers will engage in weekly collaborative planning sessions to unpack curriculum standards, design aligned lessons and discuss instructional strategies. The minutes from these meetings will provide evidence of teacher collaboration and serve as a tool for measuring the consistency and</p>                                                                                                                                                                | <p>Monifa Roberts (PLC Coach),<br/>Crystal Griffin (Dean of Students),<br/>Kecia Branch (Optional Coordinator)</p> | 05/15/2026 | SBB |  |



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| <p><b>**Implementation**</b></p> <p>* Weekly collaborative planning minutes</p> <p>* School-Based Workstation/Small Group PD presentations</p> <p>* School-Based Data Driven Instruction PD presentation</p> <p><b>** Effectiveness**</b></p> <p>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</p> <p>* School-Based Workstation/Small Group PD will result in 10% increase in the number of teachers effectively implementing workstations and small groups to reteach and reenforce standards-aligned content, resulting in students scoring 80% or higher on standards.</p> <p>* School-Based Data Driven Instruction PD will result in 10% increase in the number of teachers effectively analyzing data to plan next steps and create re-teaching plan, resulting in students scoring 80% or higher on standards</p> | <p>effectiveness of curriculum implementation, ensuring that students are mastering daily tasks at 80% or higher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                  |            |         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>[A 2.2.2] School-Based Workstation/Small Group Professional Development</b></p> <p>Teachers will participate in school-based PD sessions focused on workstations and small group instruction to strengthen their ability to reteach and reinforce standards-aligned content. The results of this implementation will be observed during classroom walkthroughs and captured in planning documents, providing evidence of increased teacher effectiveness and resulting in students scoring 80% or higher on standards-based assignments.</p> | <p>Angela Askew (Principal),<br/>Monifa Roberts (PLC Coach),<br/>Crystal Griffin (Dean of Students),<br/>Kecia Branch (Optional Coordinator)</p> | 04/10/2026 | Title 1 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>[A 2.2.3] School-Based Data Driven Instruction Professional Development</b></p> <p>Teachers will engage in school-based PD sessions on data-driven instruction to analyze student</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Monifa Roberts (PLC Coach),<br/>Crystal Griffin (Dean of</p>                                                                                  | 04/10/2026 | SBB     |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                     |            |     |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | assessment results, identify learning gaps, and create re-teaching plans. The outcomes of this process will be documented in data meeting minutes and lesson adjustments, providing evidence of teacher growth in data analysis and resulting in students achieving 80% or higher on re-taught standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students),<br>Kecia Branch<br>(Optional<br>Coordinator)             |            |     |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning</b></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>** **</p> <p><b>Benchmark Indicator</b></p> <p>**Implementation**</p> <p>* Monthly progress monitoring data</p> <p>* Monthly data meeting minutes</p> <p>* Bi-Weekly fidelity checks</p> <p>**Effectiveness**</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* Bi-Weekly fidelity checks will reflect that 100% of teachers and tutors are implementing the RTI2 and extended learning curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> | <p><b>[A 2.3.1] Weekly and Bi-Weekly Progress Monitoring</b></p> <p>Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p> <p>Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p> | Monifa Roberts<br>(PLC Coach),<br>Michael<br>Parrish (Ed.<br>Asst.) | 05/08/2026 | SBB |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>[A 2.3.2] Intervention</b></p> <p>Students in grades K-5 will receive daily intervention. Intervention will depend of the students content area, tier, and area of deficit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monifa Roberts<br>(PLC Coach),<br>Crystal Griffin<br>(Dean of       | 05/08/2026 | SBB |  |

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|  | Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.                                                                                                                                                 | Students-Math Lead), Sophia Jones (Ed. Asst.) |            |     |  |
|  | <b>[A 2.3.3] Extended Learning/Tutoring</b><br>Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level | Crystal Griffin (Dean of Students- Math Lead) | 04/10/2026 | SBB |  |

### [G 3] Safe and Healthy Students

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

Peabody Elementary School will reduce its chronic absence rate from 16.7% in Spring 2025 to 15% in Spring 2026.

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------|----------------|-------|
| <b>[S 3.1] Attendance and Behavior Interventions and Supports</b><br>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.<br><br><b>Benchmark Indicator</b><br>**Implementation**<br><br>* 20-day attendance reports | <b>[A 3.1.1] Social Work Support</b><br>The School Social Worker will work with students who have disciplinary issues to reduce their classroom infractions to refrain receiving an OSS (Out-of-School Suspension). The School Social Worker will check in with these students once a week. | Tamara Turner (school counselor), Virginia Teague (MSCS Social Worker) | 05/08/2026                | SBB            |       |

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| <ul style="list-style-type: none"> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> <li>**Effectiveness**</li> </ul> <p>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p> <p>* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p> |                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |            |         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 3.1.2] Band of Brothers</b><br/>African American Boys in Grades 4-5 will participate in a behavior intervention program 'Band of Brothers' to receive targeted intervention to decrease their classroom infractions. The group will meet once a week to collaborate with mentors on behavior goals.</p>                 | Tamara Turner<br>(school counselor)                                                                           | 05/15/2026 | SBB     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 3.1.3] RTIB Support</b><br/>Classroom Teachers will follow the classroom behavior matrix and flow chart in classrooms when addressing students' misbehavior. Teachers will also use responsive classroom strategies when addressing students' misbehavior such as reinforcing, reminding, and redirecting language.</p> | Angela Askew<br>(principal),<br>Tamara Turner<br>(school counselor),<br>Crystal Griffin<br>(dean of students) | 05/08/2026 | SBB     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 3.1.4] Use of Data</b><br/>Classroom Teachers will track students' attendance data and bring to PLCs. Classroom Teachers are going to call parents when students are absent to ensure they report to school.</p>                                                                                                        | Angela Askew<br>(principal),<br>Tamara Turner<br>(school counselor),<br>Crystal Griffin<br>(dean of students) | 05/08/2026 | Title 1 |  |
| <p><b>[S 3.2] Professional Development</b><br/>Provide ongoing, high-quality professional development for leaders, teachers, and staff to strengthen instructional practices and student engagement so that improved attendance and positive behavior create a safe, supportive</p>                                                                                                                                                                    | <p><b>[A 3.2.1] Targeted Training</b><br/>Teachers will receive targeted training on RTIB. New Classroom Teachers will receive professional development around supporting students who exemplify behavior issues and attendance problems</p>                                                                                     | Angela Askew<br>(principal),<br>Crystal Griffin<br>(dean of students),<br>Monifa Roberts                      | 03/20/2026 | Title 1 |  |

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| <p>environment that drives student achievement.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>* Monthly RTI2-B data meeting minutes</p> <p>* Monthly SART and SARB meeting minutes</p> <p><b>**Effectiveness**</b></p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>* 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> |                                                                                                                                                                                                                                                                                                                | (PLC Coach),<br>Tamara Turner<br>(School<br>Counselor)                                                                                        |            |         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>[A 3.2.1] Targeted Training</b></p> <p>Teachers will receive targeted training on RTIB. New Classroom Teachers will receive professional development around supporting students who exemplify behavior issues and attendance problems</p>                                                                | <p>Angela Askew (principal),<br/>Crystal Griffin (dean of students),<br/>Monifa Roberts (PLC Coach),<br/>Tamara Turner (School Counselor)</p> | 03/20/2026 | Title 1 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>[A 3.2.2] Social Emotional/RTIB Training</b></p> <p>Teachers will receive training on Social Emotional Learning and RTI. Teachers will receive training on how to implement the SEL (Social Emotional Learning) curriculum into their classrooms - specifically on Tuesday's during Morning Meeting.</p> | <p>Monifa Roberts (PLC Coach),<br/>Tamara Turner (school counselor),<br/>Crystal Griffin (dean of students)</p>                               | 06/30/2026 | Title 1 |  |