

Bolton High 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**

Bolton AgriSTEM High School will increase ELA meeting or exceeding expectations proficiency rates in grades 9-12 from 17.1% in 2024 to 23% in 2026.

**\*\*Performance will be measured using the following tools:\*\***

District Formative Assessments

TNReady Assessment

School Level Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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> <b>**Benchmark Indicator**</b></p> <p><b>**Implementation:**</b></p> <ul style="list-style-type: none"> <li>* Weekly Teacher Observations using informal observation rubric</li> <li>* Weekly lesson plans checks using MSCS curriculum</li> <li>* Biweekly ILT Meetings by attendance sign in</li> </ul>	<p><b>[A 1.1.1] Collaborative Planning</b> Departmental meetings will meet twice a week for content lead, administrative lead and PLC Coach during their common planning to analyze data, set learning goals, reflect on teaching practices, and co-plan to increase learning and growth.</p>	<p>Carla Williams</p>	<p>05/15/2026</p>	<p>Title I  Site Based</p>	

<p>sheets</p> <p><b>**Effectiveness:**</b></p> <ul style="list-style-type: none"> <li>* 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 4 or better.</li> <li>* Weekly lesson 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.</li> <li>* 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.</li> </ul>					
	<p><b>[A 1.1.2] Access to Rigorous Curriculum</b>  Teachers will use MSCS curriculum maps that outline modules that support all students in mastering skills and tasks that are aligned to the TN state standards.</p>	<p>Dr. Slaven, Mr. Clark</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 1.1.3] Alignment of Classroom Observation Feedback</b>  Bolton AgriSTEM High School Leadership team will use formal observations and the MSCS Classroom Walkthrough protocol and debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to TN State Standards and evidence-based strategies are used to address varying students' needs.</p>	<p>Brandon Poyner, Genita Bell-Bolden, Dr. Yolanda Young, Brandi Malone, Carla Williams</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 1.1.4] Additional Resources</b>  All students and teachers will be provided with additional resources such as online resources; classroom materials for literacy enrichment and/or intervention; educational technology (computers, interactive boards, headphones, etc.); and classroom/student supplies (pencils, paper, tablets,</p>	<p>Carla Williams, PLC Coach</p>	<p>03/20/2026</p>	<p>Title I</p>	

	folders, scissors, tape, etc.) to enhance classroom instruction and improve student achievement.				
	<p><b>[A 1.1.5] Learning Equity Gap Resources</b> Bolton High School will provide all students access to afterschool tutoring that is specifically aligned to identified gaps. Identified students will take a complex text course to add in the comprehension and analysis of grade level and above grade level texts.</p>	William Fernandez	05/21/2026	Site Based	
	<p><b>[A 1.1.6] Support a Rich Learning Environment for Students</b> Bolton High will secure supplies, materials, and equipment to support classroom instruction, student engagement, and academic growth and achievement.</p>	Carla Williams, PLC Coach	05/21/2026	Title I	
<p><b>[S 1.2] Professional Development</b> Bolton will provide professional development for teachers, administrators, instructional leaders and district advisors 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><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Weekly PLC meetings</li> <li>* Biweekly Instructional Leadership Team (ILT) Meetings</li> <li>* Monthly New Teacher Learning Supports</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Weekly PLC meetings will show a minimum of 90% attendance and 85% teachers on pace with curriculum</li> <li>* Biweekly Instructional Leadership Team (ILT) Meetings will show 90% attendance and result in</li> </ul>	<p><b>[A 1.2.1] District Learning Days</b> ELA and ELA Support Teachers (ESL, SPED) will attend DLD each semester. DLD focuses on building all students' foundational skills, effective teaching practices, learning shifts, and addressing grade level standards.</p>	Dr. Slaven, Mr. Clark	03/20/2026	Site Based	

<p>90% teachers effectively implementing the academic foci in their class daily</p> <p>* Monthly New Teacher Learning Supports will show 85% attendance and result in 85% of new teachers scoring level 3 or better on TEM observations</p>					
	<p><b>[A 1.2.2] Standards Based Curriculum Training</b> Administration, PLC Coach, and Content Leads will attend Instructional Leadership Development Week monthly to learn how to unpack standards, differentiate teaching strategies, and effectively check for understanding methods to enhance the teaching and learning environment. Teachers will attend Professional Learning and Curriculum trainings to learn how to implement practices learned during LDW. Faculty, staff, and administration will attend intown and out of town conferences.</p>	<p>Carla Williams, PLC Coach</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 1.2.3] Parent and Community Engagement</b> Bolton High School offers trainings and informational sessions to parents and community members of all students to learn about the curriculum, academic standards being taught, grade level performance indicators, and other student performance measures.</p>	<p>Casey Wright, Parent Engagement Specialist</p>	<p>05/21/2026</p>	<p>Title I</p>	
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> Bolton High School will 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> Implementation:</p> <p>* In house Formative Assessments every 3 weeks * Monthly Progress monitoring data review</p>	<p><b>[A 1.3.1] Complex Text Course</b> 10th grade students will be identified to take the Complex Text Course. The course is designed to provide students with additional support in comprehension and in analyzation of grade level texts.</p>	<p>William Fernandez</p>	<p>05/21/2026</p>	<p>Site Based</p>	

<p>Effectiveness:</p> <p>* 75% of students should perform at or above 70% on In house formative assessments, which align with core instructional standards for the specific quarter.</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (I-Ready) should increase by 10% to determine next steps of intervention support in an effort to get them to grade level.</p>					
	<p><b>[A 1.3.2] After School Tutoring</b> Bolton High School will provide after school tutoring for all students. Students will be identified who need additional support to provide more targeted support during tutoring sessions.</p>	<p>Brandi Malone, Assistant Principal</p>	<p>05/15/2026</p>	<p>Site Based</p>	
	<p><b>[A 1.3.3] Response to Instruction and Intervention</b> Bolton High School will administer a universal screener to identify Tier II and Tier III students who need more intensive instructional support.</p>	<p>Brandi Malone, Assistant Principal</p>	<p>05/15/2026</p>	<p>Site Based</p>	

**[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**  
Bolton High School will improve meeting or exceeding expectation percentages in all grades from 9-12 from 3.4% (2024) to 10% (2026).

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

In House Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 2.1] Standard Aligned Core Instruction</b>  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>  <b>**Implementation:**</b></p> <ul style="list-style-type: none"> <li>* Weekly Informal Observation Tool and rubric</li> <li>* Weekly lesson plans</li> <li>* Quarterly Data Dig Minutes</li> </ul> <p><b>**Effectiveness:**</b></p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Weekly lesson plans checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* 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.</li> </ul>	<p><b>[A 2.1.1] Collaborative Planning</b>  Departmental meetings will meet twice a week with content lead, administration lead, and PLC Coach during their common planning periods to analyze data, set learning goals, reflect on teaching practices and co-plan to increase learning and growth.</p>	<p>Carla Williams,  PLC Coach</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 2.1.2] Access to Rigorous Instruction</b>  Teachers will use the MSCS math curriculum maps that outline modules that support all students in mastering skills and tasks that are aligned with the TN state standards.</p>	<p>Brandi Malone,  Administration Lead</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 2.1.3] Purchase Additional Resources</b>  All students and teachers will be provided with</p>	<p>Carla Williams,  PLC Coach</p>	<p>01/30/2026</p>	<p>Title I</p>	

	additional resources such as online resources; classroom materials for math enrichment and/or intervention; educational technology (computers, interactive boards, headphones, etc.); and classroom/student supplies (pencils, paper, tablets, folders, tape, etc.) to enhance classroom instruction and improve student achievement.				
	<p><b>[A 2.1.4] Alignment of Classroom Observation Feedback</b></p> <p>Bolton Leadership Team will use formal observations and the MSCS Classroom Walkthrough protocol and debriefing document for observation processes. These methods will provide regular feedback to teachers to ensure instruction is aligned with TN state standards to address varying student needs.</p>	Brandon Poyner, Principal	05/21/2026	Site Based	
	<p><b>[A 2.1.5] Learning Equity Gaps</b></p> <p>Bolton High School will provide all students access to after school tutoring that is specifically aligned to identified groups. Identified groups will also take a Algebra I enhancement course to aid in the target reinforcement and intervention of skills needed to master Algebra I standards.</p>	Mr. Parrish	05/21/2026	Site Based	
<p><b>[S 2.2] Professional Development</b></p> <p>Bolton High School will provide ongoing, high quality professional development at the District and 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><b>Benchmark Indicator</b></p> <p>**Implementation:**</p> <ul style="list-style-type: none"> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Biweekly Instructional Leadership Team (ILT) Meeting agenda and minutes</li> <li>* Monthly New Teacher Learning Supports meeting agenda and minutes</li> </ul>	<p><b>[A 2.2.1] District Learning Days</b></p> <p>Math and math support teachers (SPED) will attend DLD each semester. District Learning Day focuses on building all students' foundational skills effective teaching practices, learning shifts, and addressing grade level standards.</p>	Brandi Malone, Administration Math Lead	05/15/2026	Site Based	

<p><b>**Effectiveness:**</b></p> <ul style="list-style-type: none"> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* 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.</li> <li>* Monthly New Teacher Learning Supports will result in 100% of teachers receiving instructional support to increase overall student achievement by 10%.</li> </ul>					
	<p><b>[A 2.2.2] Standard Based Curriculum Training</b> Administration, PLC Coach, and Math Content Lead will attend Instructional Leadership Development Week monthly to learn how to unpack standards, differentiate teaching strategies, and effectively check for understanding methods to enhance the teaching and learning environment. Teachers will attend Professional Learning and Curriculum trainings to learn how to implement practices during Leadership Development Week. Faculty, staff, and administration will attend intown and out of town conferences.</p>	<p>Genita Bell-Bolden, Vice Principal</p>	<p>05/15/2026</p>	<p>Title I</p>	
	<p><b>[A 2.2.3] Target School Based Professional Development</b> Bolton High will provide on-going professional development for math teachers based on the needs identified through all student data and formal and informal classroom observations.</p>	<p>Brandi Malone, Math Lead</p>	<p>05/15/2026</p>	<p>Title I</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b> Bolton High School will 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>** **</b></p>	<p><b>[A 2.3.1] Algebra I Enhancement Course</b> Bolton will implement an Algebra I Enhancement Course that will support all students who perform in the 30th percentile on IReady. This course is designed to support all students in developing skills needed to master Algebra I standards.</p>	<p>Jonathan Parrish, Teacher</p>	<p>05/21/2026</p>	<p>Site Based</p>	

<p>** **</p> <p><b>Benchmark Indicator</b></p> <p>**Implementation:**</p> <ul style="list-style-type: none"> <li>* Monthly Progress monitoring data review</li> <li>* Weekly fidelity checks</li> </ul> <p>**Effectiveness:**</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>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RT12 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</li> </ul>					
	<p><b>[A 2.3.2] Response to Instruction and Intervention</b></p> <p>Bolton will monitor a universal screener to identify Tier II and Tier III to all students who need more intensive instructional support.</p>	<p>Victoria White, Teacher</p>	<p>05/15/2026</p>	<p>Site Based</p>	
	<p><b>[A 2.3.3] After School Tutoring</b></p> <p>Bolton will provide after school tutoring for all students. We will identify students who need extra support to provide more targeted support during tutoring sessions.</p>	<p>Brandi Malone, Assistant Principal</p>	<p>05/15/2026</p>	<p>Site Based</p>	

**[G 3] College and Career Readiness**

By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

**Performance Measure**

Bolton AgriSTEM High School will increase the percentage of ready graduates from 41.6 (2025) to 46% (2026) and increase the graduation rate from 82.3% (2025) to 87% (2026).

\*\*Performance will be measured using the following tools:\*\*

These performance measures will be monitored by the following:

<ul style="list-style-type: none"> <li>* Early Post Secondary Opportunities being offered</li> <li>* ACT composite score (21 or higher)</li> <li>* Earnings of Industry Certifications</li> <li>* ASVAB Scores</li> <li>* Graduation Rate</li> </ul>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Early Post-Secondary Opportunities</b> Bolton High School will develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <ul style="list-style-type: none"> <li>* Quarterly report cards and progress reports</li> <li>* Daily exit tickets</li> </ul> <p>**Effectiveness:**</p> <ul style="list-style-type: none"> <li>* Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul>	<p><b>[A 3.1.1] Advanced Academics Trainings</b> School Leaders and teachers will attend trainings for advanced academic courses including honors classes, Pre-Advanced Placement, Advanced Placement, Statewide Dual Credit, and Dual Enrollment. The trainings will support teachers with implementation and compliance with all course requirements. AP teachers will participate in quarterly AP collaboratives that will provide content specific training grounded in the instructional materials teachers utilize with their students. Statewide Dual Credit teachers will attend quarterly planning meetings that will provide them with opportunities to discuss best practices, share resources, and unpack semester objectives. Teachers will also receive school based and district feedback on the implementation of best practices learned during the trainings.</p>	Dr. Yolanda Young, Assistant Principal	05/21/2026	Site Based	
	<p><b>[A 3.1.2] Enrichment and Support for Students</b> Bolton High will provide students who take advanced academic courses with opportunities to attend school and district provided tutoring sessions.</p>	Brandi Malone, Assistant Principal	05/15/2026	Site Based	
	<p><b>[A 3.1.3] CCTE Professional Development</b> CCTE Teachers will attend ongoing professional development opportunities. The PD sessions will enable teachers to stay in alignment of changing</p>	Kevin Surette, Content Lead Teacher	05/01/2026	Site Based	

	and emerging technologies and industry trends and prepare them to transition students from the classroom to post-secondary and the workforce.				
<p><b>[S 3.2] Work-Based Learning Opportunities</b> Bolton High will assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <ul style="list-style-type: none"> <li>* Semester review of student transcripts</li> <li>* Semester review of career interest inventories</li> </ul> <p><b>**Effectiveness:**</b></p> <ul style="list-style-type: none"> <li>* Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.</li> <li>* Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CTE students mastering competencies to complete industry certifications.</li> </ul>	<p><b>[A 3.2.1] Industry Certifications Support</b> CCTE teachers will utilize Career Safe Online program to provide students with targeted support in earning industry certifications. Some of the classes use GMetrix and Test Out to prepare for the industry certification exams. Teachers will also ensure students have opportunities to participate in job embedded trainings. Project Based Learning and Field Experiences that will allow them to gain industry experience.</p>	Kevin Surette, Lead Teacher	05/15/2026	Site Based	
<p><b>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</b> Bolton AgriSTEM High School will provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <ul style="list-style-type: none"> <li>* Quarterly report cards</li> </ul>	<p><b>[A 3.3.1] Transcript Review</b> Counselors will review student transcripts to ensure students remain on track. Counselors will also be able to identify students who are not on track to provide them with opportunities to recover course credits.</p>	Ravyn Jones, Counselor	03/27/2026	Site Based	

<p>* Semesterly 4-year student academic and transition plans</p> <p>**Effectiveness:**</p> <p>* Quarterly review of student report cards will reflect 80% of all students performing at 75% or higher in all core subject area classes.</p> <p>* Semesterly review of 4-year student academic and transition plans will reflect that 100% of students are on track of reaching their post-secondary goals.</p>					
	<p><b>[A 3.3.2] Parent Meetings</b> Bolton will provide parent meetings throughout the year to discuss transitions from middle to high and from high school to post-secondary opportunities.</p>	<p>Casey Wright, Family Engagement Specialist</p>	<p>05/21/2026</p>	<p>Site Based</p>	
	<p><b>[A 3.3.3] Freshmen Academy Orientation</b> Bolton hosts a transition event for 9th grade students during the summer. During the freshmen orientation, students are able to learn about the school expectations regarding academics, safety, attendance, and discipline.</p>	<p>Dr. Yolanda Young, Freshmen Academy Administrator</p>	<p>05/21/2026</p>	<p>Site Based</p>	

**[G 4] Safe & Healthy Goal**

By Spring 2026, through implementation of targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports and provides ongoing high quality professional development at the district level and school site for school leaders, teachers, and other instructional staff, then Bolton AgriSTEM High School will decrease the overall chronic absenteeism rate.

**Performance Measure**

Bolton AgriSTEM High School will decrease the overall chronic absenteeism rate from 33.1% in 2024-2025 to 28% in 2025-2026.

Performance will be measured using the following tools:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b> Bolton High School will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <ul style="list-style-type: none"> <li>* 20 day Discipline Report</li> <li>* 20 day Attendance Report</li> </ul> <p>**Effectiveness:**</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will show a minimum of 90% attendance daily.</li> <li>* 20-day discipline reports will show a decrease in suspensions by 10%.</li> </ul>	<p><b>[A 4.1.1] Behavior Interventions</b> Teachers at Bolton High School follow protocol for disciplinary actions. Teachers are required to provide 3 in class interventions for minor infractions. These interventions include redirection, student conferences, and parent contacts. After those 3 interventions have taken place, the student is referred to the Behavior Specialist.</p>	Dr. Yolanda Young, Assistant Principal	05/21/2026	Site Based	
	<p><b>[A 4.1.2] Attendance Interventions</b> Bolton High School has an attendance intervention policy where the General Office Secretary and Attendance Liaison conduct daily student and parent conferences to address daily absences and class cutting.</p>	Kim King, Attendance Liaison	05/21/2026	Site Based	
<p><b>[S 4.2] Professional Development</b> Bolton High School will provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 4.2.1] Parent and Community Engagement</b> Bolton High offers informational sessions to parents and community members of all students to learn about the curriculum, academic standards being used, policies and procedures, dress code, fire drill procedures, and procedures to follow in case of any inclement weather.</p>	Casey Wright, Family and Engagement Specialist	03/27/2026	Title I	

<p><b>**Implementation:**</b></p> <ul style="list-style-type: none"> <li>* Semesterly RTI2-B data training agenda and minutes</li> <li>* Monthly SART and SARB meeting minutes</li> </ul> <p><b>**Effectiveness:**</b></p> <ul style="list-style-type: none"> <li>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</li> <li>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</li> </ul>					
	<p><b>[A 4.2.2] Collaborative Planning</b>  Members of the ILT work together to discuss best classroom practices to deal with discipline as well as procedures to follow to deal with students who have chronic absenteeism. Teachers attend PLCs to discuss classroom management techniques to decrease office referrals. Teachers attend trainings on the steps to follow to report students who are missing numerous days from school.</p>	<p>Genita Bell-Bolden,  Vice Principal</p>	<p>05/21/2026</p>	<p>Site Based</p>	