Vollentine 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
Vollentine Elementary School will increase ELA meeting plus exceeding expectations in 3-5 grades on the TCAP Assessment from 15.8% in 2024 to 21% in 2026.

Performance will be measured using the following tools:

Formative Assessments

TCAP Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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 performing on grade level. **Benchmark Indicator** **Benchmark Indicator** Implementation: * Quarterly School-Wide Common Assessment (Performance Matters & i-Ready standards mastery) * Quarterly Standard Item Analysis Data Meeting (agenda and sign-in sheets)	**[A 1.1.1] Admin Data Analysis** The school administrative staff will conduct monthly data meetings to review content and specific grade level performance. Admin will review district curriculum maps and instructional pacing guides in order to align to tested standards on the common assessment.	Dr. Watts, Principal, Angel Glasper-Bell, PLC Coach, Michelle Adkins, Instructional Facilitator, L. McCullum, Science Lead	05/21/2026		

Effectiveness: * Quarterly School-Wide Common Assessments will show a 2% in student growth in meeting expectations. * Quarterly Standard Item Analysis Data Meetings will demonstrate a 2 % increase in students approaching expectations.					
	[A 1.1.2] Bi-weekly Monitoring of Instruction (Formative Walkthrough/Informal) Principal, PLC Coach, Instructional Facilitator, Instructional Leadership Team members, and district advisors will use the IPG (Instructional Practice Guide), informal observations, formative walkthroughs, and peer observations to monitor the implementation Tier 1 and intervention instruction. Data gathered from formative walkthroughs will be used to shape feedback, safe practice, PLCs, and collaborative planning. Instructional walks (learning walks for trends) will be performed weekly by selected members of the Instructional Leadership Team	Dr. Watts, Principal;A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; K. Suggs K-2 Reading Lead; K. Griffin Reading Lead	05/21/2026		
	[A 1.1.3] Participate in quarterly Data Digs ILT members and teachers will participate in school day data digs. Teachers will analyze data, compare student work, create plans to address student misconceptions, and share best practices. Data digs will take place frequently, especially after district benchmark assessments. During data dig days teachers will be able to plan vertically. While creating plans to address the identified data needs	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach, M. Adkins, Instructional Facilitator	05/21/2026		
	[A 1.1.4] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance	A. Glasper-Bell, PLC Coach	05/21/2026		

	classroom instruction and improve student achievement.				
[S 1.2] Professional Development 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. **Benchmark Indicator** Implementation Quarterly Professional Development Logs Quarterly content redelivery of attended P.D. (agenda & sign-in sheets) Effectiveness Quarterly P.D. logs will show a minimum of 1 P.D.'s attended per quarter. Quarterly content redelivery of attended P.D. will result in 80% of teachers receiving an effectiveness score of 3 or better.	**[A 1.2.1] Conduct School-level professional development** The Instructional Facilitator will deliver ELA professional development and ensure effective use of the district's ELA curriculum. This professional development will help teachers understand how to deliver high-quality instruction using all curriculum components. Furthermore, teachers will be able to use the electronic components of the ELA curriculum effectively.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; K. Suggs, K-2 Reading Lead; K. Griffin, 3-5 Reading Lead	05/21/2026		
	[A 1.2.2] Attend High-Quality Professional Development focusing on standards, best practices and equality The ILT team will attend high-quality professional development in order to obtain deeper understandings of standards, best practices, and education trends. The ILT team will redeliver professional development to the staff.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; K. Suggs, K-2 Reading Lead; K. Griffin, 3-5 Reading Lead	05/21/2026		
	[A 1.2.3] Conduct School-level Professional development on State standards ELA professional development will be delivered by the PLC coach, instructional facilitator and ILT math leads focusing on understanding the ELA	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins,	05/21/2026		

	state standards. This will enable teachers to deliver high quality instruction and track students' progress towards mastery of the standards.	Instructional Facilitator; K. Suggs, K-2 Reading Lead; K. Griffin, 3-5 Reading Lead			
	[A 1.2.4] Professional Development on analyzing students' performance and data In PD on analyzing student performance, the focus will be on using formative and summative assessments, setting measurable goals, identifying trends and patterns, and making decisions based on data. Some key strategies will include using rubrics and performance-based tasks, differentiating instruction based on results, engaging families in the data conversation, and utilizing frameworks like Multi-Tiered Systems of Support (MTSS).	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator	05/26/2026		
[S 1.3] Targeted Intervention and Personalized Learning 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. **Benchmark Indicator** **Implementation** Monthly progress monitoring data Quarterly data meeting agenda and minutes Weekly iReady reports **Effectiveness** Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. Quarterly data meeting agenda and minutes will	**[A 1.3.1] Provide Instructional resources including supplies, materials, equipment and personnel support** Students will be provided with instructional supplies, materials, equipment, and support that enhance standards-aligned instruction. The resources will aid in creating engaging classrooms, presentations, assessments, projects, and quality core instruction. Additionally, the resources (supplies, materials, equipment, and support) will support state content standards.	Dr. C. Watts,Principal ; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator	05/21/2026		

reflect at least 10% of students being able to exit RTI2 supports and interventions. Weekly iReady reports will reflect a 5% increase in the number of students scoring 70% or better on my path lessons.					
	[A 1.3.2] Frequent walkthroughs and informal observations during Academic Hour (intervention block) The Instructional Leadership Team and MTSS-A Lead will perform frequent walkthroughs and informal observations during the Academic Hour. Feedback will be given within 48 hours, and a follow-up walkthrough/observation will occur within 96 hours. Teachers will be expected to follow the guideline given during the MTSS-A meeting that occurred during the month of August.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; K. Suggs, K-2 Reading Lead; K. Griffin, 3-5 Reading Lead	05/21/2026		
	[A 1.3.3] Implement Student-led data tracking, charting, and goal setting Teachers will be equipped with the necessary resources, training, and materials (folders, markers, pencils, scissors, chart paper, baskets, binders, etc) and flexible scheduling to allow students to track, chart, and set goals around their personalized data. Student-led data tracking will take place frequently and with fidelity. The goal will be for students to take ownership of their data and be able to verbalize their current mastery of standards.	PLC Coach, A. Glasper-Bell	05/21/2026		
	[A 1.3.4] Provide Additional Technology and Staff to implement Students will be provided with access to technology that promotes mastery of state standards. Technology may include but not limited to printers, Active Panels for engaging lessons, tablets for formative assessments, and computer programs for hands-on learning. Additionally, a staff member will be allocated to support the additional technology in the school to ensure students are successful.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach	05/21/2026		

[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. **Benchmark Indicator** Vollentine ES will increase its student performance score meeting plus exceeding expectations on the (Mastery Connect or District) Spring Benchmark assessments in grades K-2 from 77% in 2023 to 82% in 2025.	**[A 1.4.1] Conduct Weekly Planning and PLC meetings** Kindergarten, first grade, and second-grade teachers will participate in weekly PLC meetings focusing on literacy. During weekly PLC meetings, teachers will analyze student work, receive professional development decided by formative walkthroughs, and participate in the safe practice of foundational lessons.	Dr. Watts, Principal; Dr. Kimbrough, Assistant principal; Angel Glasper-Bell, PLC Coach; Michelle Adkins, Instructional Facilitator	05/26/2026		
	[A 1.4.2] Foundational Literacy Instruction K-2 teachers will provide high quality foundational literacy instruction daily during the foundational literacy block. Teachers will use the Wonders curriculum and supplemental material to enhance engagement.	Dr. Watts, Principal; Dr. Kimbrough, Assistant principal; Angel Glasper-Bell, PLC Coach; Michelle Adkins, Instructional Facilitator	05/26/2026		
	[A 1.4.3] Recruit and maintain outside tutoring organizations, adopters for academic support VOES will work to recruit outside agencies to support grades K-2. During the 2024-25 school year, Vollentine partnered with Arise2 Read, Literacy Midsouth, and the Urban Child Institute. Each organization supported students in early grades to reinforce literacy. We will continue to solicit the help of our community partners.	Dr. Watts, Principal; Dr. Kimbrough, Assistant principal; Angel Glasper-Bell, PLC Coach; Michelle Adkins, Instructional Facilitator; Caitlin Bowens, Family	05/26/2026		

		Engagement Specialist			
	[A 1.4.4] Specialized educational assistants During the 2024-2025 school year, the district has provided a highly specialized educational assistant for each K-2nd grade classroom full-time. These paraprofessional positions support small group instruction, district mandated tutoring, literacy stations, and all foundational skills lessons.	Dr. Watts, Principal; Dr. Kimbrough, Assistant principal; Angel Glasper-Bell, PLC Coach; Michelle Adkins, Instructional Facilitator	05/26/2026		

[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
Vollentine Elementary School will increase Math meeting and exceeding expectations proficiency rates in all grades from 8.2% in 2024 to 13% in 2026.

Performance measures will be monitored by the following:

Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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.	**[A 2.1.1] Conduct complete informal observation cycles** The leadership team and ILT will perform regular observation cycles. The cycles will include all components with special emphasis placed on follow-up after feedback has been given. The follow-up will be timely and meaningful. Content Lead teachers will be given sufficient time during the school day to complete informal observation cycles.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator, G. Taylor, Math ILT Lead	05/21/2026		

Benchmark Indicator Implementation: * Quarterly School-Wide Common Assessment (Pear deck, MC, or School Net) * Quarterly Standard Item Analysis Data Meeting (agenda and sign-in sheets) Effectiveness: * Quarterly School-Wide Common Assessments will show a 2% in student growth in meetings expectations. * Quarterly Standard Item Analysis Data Meetings will demonstrate a 2 % increase in students approaching expectations.					
	[A 2.1.2] Provide Instructional resources including supplies, materials, equipment and support Students will be provided with instructional supplies, materials, equipment, and support that enhance standards-aligned instruction. The resources will aid in creating engaging classrooms, presentations, assessments, projects, and quality core instruction. Additionally, the resources (supplies, materials, equipment, and support) will support state content standards. Math manipulatives will be provided to students to ensure hands-on learning can occur.	Dr. C. Watts, Prnicipal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator	05/21/2026		
	[A 2.1.3] Administer monthly Common Assessments Teachers will create a monthly common assessments for students using the Mastery Connect platform. Assessments will be made using the standards from the units taught during the month. Assessments will mirror district formative assessments. Data from the common assessments will be used to shape re-teaching plans, interventions, and tutoring.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator	05/21/2026		

[S 2.2] Professional Development 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. **Benchmark Indicator** **Implementation** Quarterly Professional Development Logs Quarterly content redelivery of attended P.D. (agenda & sign-in sheets) **Effectiveness** Quarterly P.D. logs will show a minimum of 1 P.D.'s attended per quarter. Quarterly content redelivery of attended P.D. will result in 80% of teachers receiving an effectiveness score of 3 or better.	**[A 2.2.1] Conduct School-level Professional development on Envision Curriculum** The PLC Coach will deliver math professional development and ensure effective use of the district's math curriculum.This professional development will help teachers understand how to deliver high-quality instruction using all curriculum components. Furthermore, teachers will be able to use the electronic components of the math curriculum effectively.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; G. Taylor, Math ILT Lead	05/21/2026		
	[A 2.2.2] Conduct School-level Professional development on State standards Math professional development will be delivered by the PLC coach, instructional facilitator and ILT math leads focusing on understanding the Math state standards. This will enable teachers to deliver high quality instruction and track students' progress towards mastery of the standards.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; G. Taylor, Math ILT Lead	05/21/2026		
	[A 2.2.3] Professional Development on analyzing students' performance and data In PD on analyzing student performance, the focus will be on using formative and summative assessments, setting measurable goals, identifying trends and patterns, and making decisions based on data. Some key strategies will include using rubrics and performance-based tasks, differentiating instruction based on results,	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; G. Taylor, Math ILT Lead	05/21/2026		

	engaging families in the data conversation, and utilizing frameworks like Multi-Tiered Systems of Support (MTSS).				
[S 2.3] Targeted Interventions and Personalized Learning 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. ** ** ** ** **Benchmark Indicator** **Implementation** Monthly progress monitoring data Quarterly data meeting agenda and minutes Weekly iReady reports **Effectiveness** Monthly progress monitoring dat will reflect students increasing by at least 2-3 data points. Quarterly data meeting agenda and minutes will reflect at least 10% of students being able to exit RTI2 supports and interventions. Weekly iReady reports will reflect a 5% increase in the number of students scoring 70% or better on my path lessons.	**[A 2.3.1] Implement Student-led data tracking, charting, and goal setting** Teachers will be equipped with the necessary resources, training, materials, and flexible scheduling to allow students to track, chart, and set goal around their personalized data. Student-led data tracking will take place frequently and with fidelity. The goal will be for students to take ownership of their data and be able to verbalize their current mastery of standards.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; G. Taylor, Math ILT Lead	05/21/2026		
	[A 2.3.2] Provide Additional Technology and Staff to implement multimedia lessons and presentations Students will be provided with access to technology that promotes mastery of state standards.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins,	05/21/2026		

	Technology may include but not limited to printers, Active Panels for engaging lessons, tablets for formative assessments, and computer programs for hands-on learning. Additionally, a staff member will be allocated to support the additional technology in the school to ensure students are successful.	Instructional Facilitator; G. Taylor, Math ILT Lead; T. McCullum, ILT Science & Technology Lead			
	[A 2.3.3] Provide Additional Resources for Struggling and At-Risk Students At risk and struggling, students will be provided with additional resources. Teacher Assistants will work to close the gap for students who are at risk or struggling. Students that fall into the at-risk category will have access to laptop computers, after-school tutoring programs, tailored intervention programs, small group tutoring, research-based phonics materials, and research-based intervention programs. Teachers will be provided additional materials to conduct small groups, literacy circles, and whole group hands-on instruction. Additional resources will include district-adopted programs and district-approved programs.	Dr. C. Watts, Principal; A. Glasper-Bell, PLC Coach; M. Adkins, Instructional Facilitator; G. Taylor, Math ILT Lead	05/21/2026		
[G 3] Safe 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** Vollentine Elementary School will reduce the current chronically absenteeism rate from 38.4% in 2025 to 30% in 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**

[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation** 20- day attendance report. Monthly ODR (Office Discipline Referral) report **Effectiveness** 20 day attendance report will show a minimum of 95% average daily attendance. Monthly ODR will show 5% decrease each month.	**[A 3.1.1] Implement Student Guidance Classes** The Professional School Counselor will present monthly character traits to the students. Each grade level will be assigned a character trait and host a program exploring the trait for the student body. The Professional School Counselor will teach monthly classes on a rotating schedule on topics such as conflict resolution, debug system, and bullying.	Professional School Counselor (P. Brown)	05/21/2026		
	[A 3.1.2] Implement Caught Being Good Incentive Program VOES will encourage school staff to reward students with "caught being good" tickets. Students will be rewarded each Friday with a small trinket and intercom shout-out or during the announcements/ Social Media. Drawings will be conducted bi-weekly for larger prizes.	Professional School Counselor (P. Brown) and Assistant Principal (Dr. L. Kimbrough)	05/21/2026		
	[A 3.1.3] Host small group guidance sessions Students who have been identified by their teacher or parent will be eligible to attend small group guidance sessions with the Professional School Guidance Counselor. Sessions will focus on the area of need and offer a safe space for the students. Sessions will be conducted as appropriately necessary.	Professional School Guidance Counselor (P. Brown) Assistant Principal (L. Kimbrough)	05/21/2026		
	[A 3.1.4] Employ additional Support staff to assist with absenteeism and discipline A Dean of Students has been staffed for the 2024-2025 school year. They will join the ReSet Room Assistant, Family Engagement Specialist, and	P. Brown, Professional School Counselor, C. Bowens,	05/21/2026		

	Guidance Counselor to assist with all aspects of absenteeism and discipline. The additional personnel will support the Professional School Counselor and be members of the SART and MTSS-B Team.	Family Engagement Specialist; L. Kimbrough, Assistant Principal			
[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on high impact classroom management practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** **Implementation ** Quarterly Professional Development Logs Quarterly content redelivery of attended P.D. (agenda & sign-in sheets) **Effectiveness** Quarterly P.D. logs will show a minimum of 1 P.D.'s attended per quarter. Quarterly content redelivery of attended P.D. will result in 80% of teachers receiving an effectiveness score of 3 or better.	**[A 3.2.1] Conduct Behavior and Attendance Digs** MTSS-B team will monitor daily attendance rates. Incentives will be provided each 20- day interval for those students that have perfect attendance. School Counselor, Family Engagement Specialist, and Assistant Principal will conduct quarterly Parent Meetings to provide parents with ways to increase student achievement specifically highlighting the importance of daily attendance.	Professional School Counselor (P. Brown) Family Engagement Specialist (C. Bowens) Assistant Principal (Dr. L. Kimbrough)	05/22/2026		
	[A 3.2.2] Update teachers weekly on status Teachers will be given weekly updates and ask to identify students who are exhibiting signs of chronic absenteeism. Teachers will work with the SART team to identify student before they appear on the chronic list. Teachers will be the first line of defense and be required to call parents at first signs of a pattern.	School Counselor (P. Brown) Family Engagement Specialist (C. Bowens) Assistant Principal (Dr. Kimbrough)	05/22/2026		
	[A 3.2.3] Conduct district mandated trainings The Professional School Counselor, Dean of	School Counselor (P.	05/22/2026		

	Students and PLC Coach will conduct district-required training for the staff throughout the year. Training will be delivered after school during faculty meetings.	Brown) Family Engagement Specialist (C. Bowens) Assistant Principal (Dr. Kimbrough)			
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** **Implementation** Monthly parent meeting sign in sheets. **Effectiveness** Parent meeting attendance will increase by at least 5% monthly.	**[A 3.3.1] Create Stakeholder Engagement Sessions** The primary responsibility of the Family Engagement Specialist is to actively engage all stakeholders. The Professional School Counselor, Family Engagement Specialist, Dean of Students, Instructional Facilitator, and PLC Coach will work together to host events that draw all stakeholders to the school. The five will work together to host events during the school year.	Family Engagement Specialist (C. Bowens), Professional School Counselor (P. Brown), PLC Coach (A. Glasper-Bell) Assistant Principal (Dr. L. Kimbrough, and Instructional Facilitator (M. Adkins)	05/22/2026		
	[A 3.3.2] Host Family/guardian Events Vollentine Elementary will hold academic events to offer support to parents and guardians. Events will be held at various times of the day. Math/Science Night: Parents will receive help with understanding the math curriculum and new science standards Literacy Night: Parents will participate in literacy activities they can use at home to help students with ELA. There will be several family engagement events such as Brunch with the Principal, Coffee with the Counselor, Popsicles and PowerSchool with parents, and additional parent Information sessions: Each meeting will be themed based on the needs of the parents. The Family Engagement Specialist, Professional School Counselor, Dean of Students, Instructional Facilitator and PLC Coach	Family Engagement Specialist (C. Bowens), Professional School Counselor (P. Brown), PLC Coach (A. Glasper-Bell) Assistant Principal (Dr. L. Kimbrough), and Instructional Facilitator (M. Adkins)	05/22/2026		

	will coordinate events monthly with the help of staff and the PTOA.				
	[A 3.3.3] Social Media Engagement The school will post updates on all social media platforms. Parents, stakeholders, and community will be encouraged to participate in social media challenges, virtual events, celebrations and share updates. Vollentine will work to make social media a place that reflects the current happenings at Vollentine.	L. McCullum (Digital Device Ambassador); K. Suggs (Social Media Coordinator)	05/22/2026		
	[A 3.3.4] Parent Resource Room Parent resource room will be utilized to provide educational information to parents. In addition, educational material will be available for parents to check out to aide students in homework and additional practice in order to improve their academic growth.	C. Bowens, Family Engagement Specialist; A. Glasper-Bell, PLC Coach	05/22/2026		