

Chimneyrock Elementary School Annual Plan (2025 - 2026)

Last Modified at Sep 05, 2025 09:08 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

On TCAP, Chimneyrock will show an increase of 10% in ELA on track and mastery proficiency rates in all grades from 35.4% in 2024 to 45.4% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady 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 career and college ready. Benchmark Indicator **Benchmark Indicator** **Implementations** -Weekly Lesson Plan Checklist -Daily Informal Walkthroughs using the District ELA Walkthrough Tool	[A 1.1.1] A.1.1.1 Support Rich Learning Environment -To secure supplies, materials, equipment, and support for academic success.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Scie	03/19/2026		

-Weekly collaborative planning agendas and sign ins -Quarterly student grading reports (report cards) **Effectiveness** -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. -CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.		nce Lead/RTI Co Lead			
	[A 1.1.2] A 1.1.2 Building Teacher Capacity -Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are addressed during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction using research-based instruction strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	04/24/2026		
	[A 1.1.3] New Teacher Mentor Sessions Novice and struggling teachers will receive support	Ms. Andrews-Princi	04/30/2026		

	with instruction, assessments, classroom management, and other components to improve student achievement levels. Proper directives over the above components will be presented and discussions will take place to encourage educators to strive and thrive to become better teacher leaders, The New Teacher Mentor Sessions take place every week during the 25-26 SY.	pal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders 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. Benchmark Indicator **Implementations** -Weekly Collaborative Planning agendas and sign ins -Monthly Instructional Leadership Team (ILT) agendas and sign ins -Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal) -Monthly professional development agenda and attendance	[A 1.2.1] A 1.2.1 Professional Learning Communities Teachers will have several opportunities to attend weekly professional learning communities as grade levels to learn research best practices, share knowledge, improve teaching methods, and to track data by showing if students master standards. Additionally, educators will complete a Teacher Needs Survey and Resource Survey each semester to inform the school of their specific professional development and supply needs to increase student performance measures.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	04/24/2026		

Effectiveness -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. -CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.					
	[A 1.2.2] A 1.2.2 Improve Student Achievement in Reading Language Arts Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Reading/Language Arts. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Reading/Language Arts instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard. Provide more academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Educators and/or the admin team will attend district trainings as well as out of town professional developments to increase student academic achievement	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/22/2026		
	[A 1.2.3] A 1.2.3 Deliberate Practice Teachers will have many opportunities to conduct deliberate practice among their peers. Teachers will	Ms. Andrews-Principal, Mr.	04/03/2026		

	highlight glows and grows as feedback to each other. This task will assist with teachers learning new strategies, methods, and pedagogy from their colleagues. Teachers collaborating and building relationships with one another is a step in the right direction to improve student achievement.	Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
[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 **Implementations** -Weekly Progress Monitoring Data -Weekly RTI Fidelity Check Tool -Monthly RTI Data Team Meeting Agenda & Attendance **Effectiveness** -Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. -Monthly data team meetings will reflect at least 1%	[A 1.3.1] A 1.3.1 Providing Additional Supports for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and Literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/22/2026		

of students being able to exit RTI2 supports and interventions. -District benchmark assessment data (Fall, Winter, Spring) will reflect at least 2% of students moving from Tier III to Tier II or Tier II to Tier I.	The After School Extended Learning Program will be implemented for K-5 scholars. Recruit, retain, and hire highly effective teachers in ELA				
	[A 1.3.2] A 1.3.2 Small Group Instruction All K-5 teachers will provide 2 or more days per week with students in small groups by differentiating the instruction to meet the student personalized learning needs. As the teacher work with a small group at the teacher table, the other students will work in station rotations such as comprehension, writing, vocabulary, grammar and/or foundational skills. This small group instruction is based off the standard utilized during whole group instruction. If a child needs more support, he or she will be asked to go to the teacher table for extra support.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/15/2026		
	[A 1.3.3] A 1.3.3 Individualized Online Learning Teachers will select more online individualized learning lessons based on standards that are marked as area of improvements. Teachers will utilize the IReady or IXL portal to select the students target lessons. This action will occur during the week outside of the whole group instruction time.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science	04/30/2026		

		nce Lead/RTI Co Lead			
[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 **Implementations** -Daily Informal Walkthroughs using the District Foundational Skills Walkthrough Tool -Weekly Collaborative Planning agendas and sign ins -Monthly professional development agendas and attendance -ELA Weekly Lesson Plan **Effectiveness** -Weekly lesson plan checks will show that 100% of teachers planning for components of foundational literacy skills instruction -Daily classroom observations will reflect student engagement in the content at least 85% of the instructional observed time -CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window	[A 1.4.1] A 4.1.1 Professional Development The PLC Coach and ILT members will deliver ongoing professional development for teachers to strengthen foundational and meaning based skills and analyze the data sets. Also the other admin team leads will support on going professional developments. Out of town PD will be available for the admin team and teachers.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/08/2026		

-iReady Reading Diagnostics (Fall, Winter, Spring) will show an increase of 5% of students scoring on or above grade level in foundational skills					
	[A 1.4.2] A 4.1.2 Deliberate Practice K-2 teachers will conduct deliberate practice over foundational skills in collaborative planning and PLC meetings to improve instructional practices and to increase student performance.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/08/2026		
[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 On TCAP, Chimneyrock will increase Math on track and mastery proficiency rates in all grades from 33.9% in 2024 to 44.9% in 2026. Performance measures will be monitored by the following: District 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. Benchmark Indicator **Implementations** -Weekly Lesson Plan Checklist -Daily Informal Walkthroughs using the District ELA Walkthrough Tool -Weekly collaborative planning agendas and sign ins -Quarterly student grading reports (report cards) **Effectiveness** -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. -CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.	[A 2.1.1] A.2.1.1 Support Rich Learning Environment To secure supplies, materials, equipment, and support for academic success.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	03/19/2026		
	[A 2.1.2] A 2.1.2 Building Teacher Capacity Teachers will gain clarity of focus standards through an examination of the skills, concepts and	Ms. Andrews-Principal, Mr.	04/24/2026		

	big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.	Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 2.1.3] A 2.1.3 New Teacher Mentor Sessions Novice and struggling teachers will receive support with instruction, assessments, classroom management, and other components to improve student achievement levels. Proper directives over the above components will be presented and discussions will take place to encourage educators to strive and thrive to become better teacher leaders. The New Teacher Mentor Sessions take place every other week during the 25-26SY.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	04/30/2026		
[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	[A 2.2.1] A 2.2.1 Professional Learning Communities -Teachers will have opportunities to attend weekly professional learning communities as grade levels to learn best practices, share knowledge, improve teaching and learning, and to track data by showing if students master standards.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5	04/24/2026		

Implementations -Weekly Collaborative Planning agendas and sign ins -Monthly Instructional Leadership Team (ILT) agendas and sign ins -Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal) -Monthly professional development agenda and attendance **Effectiveness** -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. -CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.	-Teachers will have many opportunities to fill out need surveys to inform the admin of instructional support that is needed.	Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 2.2.2] A 2.2.2 Improve Student Achievement in Mathematics Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Mathematics. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Mathematic instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr.	05/22/2026		

	Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Educators and/or the admin team will attend more district trainings as well as out of town professional developments to improve student achievement.	Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 2.2.3] A.2.2.3 Deliberate Practice Teachers will have many opportunities to conduct deliberate practice among their peers in Collaborative Planning, PLC meetings, and/or in the New Teacher Mentor Sessions. Teachers will highlight glows and grows as feedback to each other. This task will assist with teachers learning new strategies, methods, and pedagogy from their colleagues. Teachers collaborating and building relationships with one another is a step in the right direction to improve student achievement	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	04/03/2026		
[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	[A 2.3.1] A 2.3.1 Providing Additional Supports for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr.	05/22/2026		

Implementations -Weekly Progress Monitoring Data -Weekly RTI Fidelity Check Tool -Monthly RTI Data Team Meeting Agenda & Attendance **Effectiveness** -Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. -Monthly data team meetings will reflect at least 1% of students being able to exit RTI2 supports and interventions. -District benchmark assessment data (Fall, Winter, Spring) will reflect at least 2% of students moving from Tier III to Tier II or Tier II to Tier I.	minutes and having additional time using the computer intervention software programs, IReady for Mathematics and Literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process. The Extended Learning Program will be implemented for the tested grades. Recruit, retain, and hire highly effective teachers in Mathematics	Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 2.3.2] A 2.3.2 Small Group Instruction All K-5 teachers will provide 2 or more days per week with students in small groups by differentiating the instruction to meet the student personalized learning needs. As the teacher work with a small group at the teacher table, the other students will work in station rotations such as comprehension, writing, vocabulary, grammar and/or foundational skills. This small group instruction is based off the standard utilized during whole group instruction. If a child needs more support, he or she will be asked to go to the teacher table for extra support.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/15/2026		

	[A 2.3.3] A 2.3.3 Individualized Online Learning Teachers will select more online individualized learning lessons based on standards that are marked as area of improvements. Teachers will utilize the IReady or IXL portal to select the students target lessons. This action will occur during the week outside of the whole group instruction time.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	04/30/2026		
[G 3] Safe and Healthy Schools By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure Chimneyrock Elementary will decrease chronic absenteeism by 5% from 30.2% in 2023-24 to 25.2% for the 2025-26 school year. Interventions and supports will be measured utilizing the following: * PowerSchool Data * PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] S 3.1 Attendance and Behavior Interventions and Supports Implement targeted interventions, support	[A 3.1.1] A 3.1.1 Collaborative Conversations To Decrease Absenteeism The school's admin team, secretaries, counselors,	Ms. Andrews-Principal, Mr.	04/30/2026		

programs and monthly initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation** -20-day attendance reports -20-day behavior reports **Effectiveness** -20-day attendance reports will reflect a 5% decrease in the number of students absent from school. -20-day attendance reports will reflect a 2% decrease in the number of chronically absent students.	and teachers will work collaboratively to identify common trends and patterns of chronic absenteeism to gain strategies to move forward to encourage parents to bring the students to school daily. Sharing Information is key.	Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 3.1.2] A 3.1.2 Promote 100% Attendance Implement more incentives school-wide to promote and encourage student attendance. During afternoon announcements on Fridays, recognize the grade levels that have the lowest attendance rates. Classroom teachers will promote the importance of attendance and recognize students who attend school regularly. When students are absent for consecutive days, the parent/guardian will be contacted about the importance of student attendance and how it impacts student achievement. We will have monthly attendance celebrations for students who have perfect attendance each month.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/22/2026		

	[A 3.1.3] A 3.1.3 After School Tutoring Program Providing students with extra support in the subject areas of ELA and Mathematics on Tuesday and Thursday afternoons will promote students to come to school. Parents will try to make sure the students are at school on the above days to ensure the scholars receive help in the above content areas. The After School Program is from 3:30-5:00 pm from September - April 2026.	Dr. Morris-Instructional Facilitator/ Science Lead/ RTI Co Lead	04/17/2026		
[S 3.2] S 3.2 Professional Development Provide ongoing, high quality professional development 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. Benchmark Indicator **Implementations** -20 Day Attendance Reports -20 Day Suspension Reports **Effectiveness** -20 day attendance report will reflect a 1% decrease in the number of students absent from school. -20 day suspension reports will reflect 1% decrease in the students suspension rates.	[A 3.2.1] A 3.2.1 Collaborative Meetings To Decrease Absenteeism The admin team, secretaries counselors, and teachers will collaborate to make sure all attendance compliance measures are met for the school. Additionally, teachers will assist by asking parents to send in notes or text messages if the student is ill. The school will encourage parents to send students to school because attendance matters most. Students cannot be taught if they are not at school in a learning environment	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/15/2026		
	[A 3.2.2] A 3.2.2 Professional Development Professional Development will be provided at a district and school level. During In service teachers develop their classroom management plans and routines that aid in creating a positive classroom environment. These systems help to lessen the behavior problems and disciplinary actions. Other	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant	05/08/2026		

	professional developments will be held in Empowerment Sessions, New Teacher Mentor Meetings, and PLC Sessions.	Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead			
	[A 3.2.3] A 3.2.3 McKinney Vento Training for Faculty and Staff McKinney Vento Training is designed to ensure that every child and youth experiencing homelessness is successful in school, from kindergarten through fifth grade here at Chimneyrock Elementary School. Homeless students must have equal access to the same free appropriate public education as provided to other students.	Dr. Sebrina Patton-PLC Coach	09/30/2025		
[S 3.3] S 3.3 Parent, Family, and Community Engagement Promote more effective parent, family, and community engagement activities (Class Dojo, School Marquee, Facebook, School Website, Blackboard-Text Messages, and Flyers) and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator **Implementation** -Quarterly parent surveys -Quarterly parent meeting agenda and attendance -Semesterly parent-teacher conference sign in sheets/minutes	[A 3.3.1] A 3.3.1 Advertise Family Engagement Activities The school will continue to promote parental engagement activities to build a positive relationship with parents and stakeholders to help with decreasing our chronic absenteeism rate and to assist with improving student performance measures. The school will utilize the school's class dojo page, website, marquee, and blackboard texts to parents.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	03/20/2026		

Effectiveness -Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback from each semester. -Quarterly parent meetings participation will increase by at least 10%. -Semesterly parent teacher conferences will result in 5% decrease in student infractions and a 5% decrease in student absences.					
	[A 3.3.2] A 3.3.2 Parent Meetings and Communication As a school we will implement more parent meetings for our SPED, ESL, and regular content area teachers to speak with parents about attendance and how to assist with improving student performance.. The admin team will have a discussion with the above educators to map out a plan to solidify dates and times for the 25-26 SY.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/RTI Lead, Mrs. Nash-Assistant Principal/K-5 Math Lead, Dr. Sebrina Patton-PLC Coach/K-5 Lead, Dr. Morris-Instructional Facilitator/Science Lead/RTI Co Lead	05/08/2026		