

Wells Station 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 equitable education. Teachers and school leaders, through a comprehensive professional development program will build teacher pedagogy in Reading, Writing, and Language Arts standards of Tennessee 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 and Magnetic Foundations.

Performance Measure

Wells Station Elementary School will increase ELA TCAP Met or Exceeded proficiency rates in grades 3-5 from 43.7% in 2024 to 50.0% 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
<p>[S 1.1] Standards 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.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * Tri-Weekly Common Formative Assessment * Daily Classroom Observation with Content Specific Walkthrough Tool * iReady Diagnostics Platform (Fall, Winter, and Spring) 	<p>[A 1.1.1] ELA Content Leads Wells Station Elementary School will leverage the expertise of the ELA Administrator, ELA Content Lead, and Instructional Coach to deepen teachers' understanding of the Science of Reading. The support provided by this personnel will enhance teachers' ability to plan and deliver effective ELA lessons, thereby improving reading comprehension for all students. Additionally, the ELA Content Lead and Instructional Coach will work to support parents in understanding grade-level expectations for their children. To bolster instruction in Reading/Language Arts, we will invest in research-based literature and instructional materials. Enhanced digital programs and upgraded technology will also be implemented to increase student engagement during early literacy lessons.</p>	<p>Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Content Lead</p>	<p>05/22/2026</p>		

<p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Students should perform at or above 70% on school-wide common assessments tri-weekly. * Weekly review of Classroom Observations from content specific Walkthrough Tool show that at least 40% of core content area teachers are effectively implementing the instructional shifts with a 3.5 - 4.0 Implementation Fidelity Rating. * iReady Diagnostic Growth Results will show that 50% of students are making progress toward achieving grade-level proficiency (Fall, Winter, and Spring). 					
	<p>[A 1.1.2] Professional Learning Communities Wells Station Elementary School will conduct weekly Professional Learning Community (PLC) meetings focused on analyzing disaggregated data to enhance student achievement. Teachers will participate in bi-weekly data dives, where they will review and analyze student classwork and assessment data to customize small group instruction and address specific student needs. During these sessions, teachers will unpack Tennessee State Standards and identify effective teaching and reteaching strategies to implement in the classroom while monitoring student progress closely and adjusting instruction as necessary. Additionally, data will be used to group students and provide targeted Tier 1 support through small group instruction and workstation rotation. To support these efforts, resources such as paper, ink, and additional instructional supplies will be purchased to aid teachers in data analysis and instructional planning.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, and Michele Strother, PLC Coach	05/22/2026		
	<p>[A 1.1.3] Collaborative Planning Collaborative Planning Sessions will be held weekly to address the instructional needs of teachers by focusing on content delivery and pedagogy. These sessions are designed to equip teachers with the knowledge, skills, and strategies</p>	Neonna Richardson, Assistant Principal and Michele	05/22/2026		

	<p>aligned with content standards to enhance lesson effectiveness. By participating in these sessions, teachers will gain valuable professional learning opportunities that directly impact student outcomes. To support this process, teachers will require printed resources and materials related to instructional practices for planning, preparation, and lesson delivery. Instructional supplies and materials will be used to complete tasks and ensure the provision of high-quality instruction.</p>	Strother, PLC Coach			
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance, improvement in teacher's pedagogy of content, mastery of the standards, instructional moves, students' skill set, and students' proficiency in reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Daily Classroom Observations with the High Impact Strategies Document * Monthly School-Level Professional Development (Agenda & Sign-In Sheets) * Bi-Weekly Instructional Leadership Team Meetings (Agenda & Sign-In Sheets) <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Weekly review of Classroom Observations from the Content Area Walkthrough Tool show that at least 33% of core content area teachers are effectively implementing the instructional shifts. * Daily classroom observations will reflect standards aligned core instruction 80% of the instructional time. 	<p>[A 1.2.1] ELA Walk-Through Tool Training Professional development on the district's ELA Walk-Through Tool. This document includes the Instructional Phases of each lesson and the Look-Fors. This Walk-Through tool includes - Do Now's Hooks, Check for Understandings and engagement Opportunities (Gradual Release of Responsibility). Resources needed include writing supplemental resources, vocabulary words and definitions, and additional instructional supplies in order to help teachers plan for effective instruction and student engagement.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, and Michele Strother, PLC Coach	05/22/2026		

* Bi-weekly ILT meetings will reflect 85% attendance rate.					
	<p>[A 1.2.2] Science of Reading Professional Development The Principal, Assistant Principal, PLC Coach, and Interventionist, will work closely with staff to provide professional development on the Science of Reading. This will help to develop teacher's understanding of the components of Scarborough's Rope Model of Reading. Research based Science of Reading literacy resources and instructional supplies will be purchased to increase teacher understanding of how to deliver ELA instruction and to increase student achievement in language comprehension and word recognition.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Sandra Henry Interventionist	05/22/2026		
	<p>[A 1.2.3] Response to Intervention Professional Development Principal, Assistant Principal, PLC Coach, and Interventionists will provide professional development to teachers and Specialized Educational Assistants on how to plan and execute intentional skill deficit-based instruction to all students during the intervention block. Collaboration will include grouping students based on skill deficit, intervention lesson planning, and tracking student data. Research-based literature and supplies for intervention will be purchased to support this professional development.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Sandra Henry, Interventionist	10/03/2025		
	<p>[A 1.2.4] Using Technology to Increase Engagement during the ELA Block Professional Development School leaders and content leads will provide professional development on increasing student engagement during the ELA block by integrating technology during whole group instruction, small group, workstation, and intervention. Student laptops will be purchased to support interactive lessons during the ELA block of instruction.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, and Michele Strother, PLC Coach	02/06/2026		
	<p>[A 1.2.5] Family Literacy Night Family Literacy Night will be conducted to share</p>	Keisa Jackson-Princi	12/19/2025		

	<p>strategies with parents and families while providing them with information regarding children's literacy skills. Additionally, to help parents understand literacy expectations for their children and share reading strategies that can be utilized at home. Family resource materials, instructional supplies, and snacks will be purchased for this event.</p>	<p>pal, Neonna Richardson-Asistant Principal, Michele Strother-PLC Coach, and Sandra Henry-Interventionist</p>			
	<p>[A 1.2.6] Vocabulary Instruction utilizing the Collins Dictionary The Assistant Principal and, PLC Coach will provide professional development on vocabulary acquisition and student development of vocabulary by using the Collins Dictionary. Collins dictionaries will be purchased for classroom teachers.</p>	<p>Neonna Richardson - Assistant Principal, and Michele Strother-PLC Coach</p>	<p>12/19/2025</p>		
<p>[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.</p> <p>Benchmark Indicator ** Implementation:**</p> <ul style="list-style-type: none"> * Tri-Weekly Common Formative Assessments * Monthly Progress Monitoring Results * Bi-Weekly Grade Book Analysis <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * Students should perform at or above 70% on school-wide formative assessments (Fall, Winter, and Spring) that align with core instructional standards for the specific quarter. * Students in targeted interventions (i.e. Aims Web) advance 1 skill deficit area every two months. 	<p>[A 1.3.1] Bi-Weekly Data Meetings Bi-weekly data meetings will be conducted to discuss common formative assessments that were given the prior week. Teachers will analyze data to determine trends and specific instructional needs. Instructional supplies that support analyzing data will be purchased and used during data meetings.</p>	<p>Keisa Jackson-Principal, Neonna Richardson-Asistant Principal, and Michele Strother-PLC Coach</p>	<p>05/22/2026</p>		

* Students are meeting grade level expectations with a C letter grade or better per quarter.					
	<p>[A 1.3.2] Standards Aligned Supplemental Resources Standards Aligned Supplemental Material from Measuring Up, American Book Company and Curriculum Associates will be used to help students achieve academic success on district and state assessments. Students will receive whole group, small group, and individualized instruction utilizing Measuring Up, American Book Company, and Curriculum Associates resources to introduce and/or expand on concepts. These resources will provide teachers with key academic vocabulary to use in context, as well as scaffolds needed when delivering instruction. Measuring Up, American Book Company, and Curriculum Associates materials will be purchased to supplement the district curriculum.</p>	Keisa Jackson-Principal, Neonna Molina Richardson-Assistant Principal, and Michele Strother - PLC Coach	05/22/2026		
	<p>[A 1.3.3] After School Tutoring After school tutoring will be provided to students, two days a week for one and a half hours. The focus will be on Reading, Writing, Foundational Literacy, and Mathematics. After school tutoring will support students performing below grade level or at the approaching level. Instructional supplies and resources will be purchased to support learning during the program.</p>	Neonna Richardson - Assistant Principal and Michele Strother- PLC Coach	04/09/2026		
	<p>[A 1.3.4] Intervention Instruction Intervention will be provided by teachers and interventionist to students based on need and data. Instructional supplies needed will be purchased to support student needs during intervention.</p>	Keisa Jackson-Principal, Sandra Henry-Interventionist	05/22/2026		
<p>[S 1.4] Early Literacy During the 2025-2026 school year, Wells Station Elementary will decrease the percentage of kindergarten, first, and second grade students scoring 1-2 grade levels below where they should be from 46.0% in 2025 to 40.0% in 2026.</p>	<p>[A 1.4.1] District Provided Specialized Educational Assitants Utilize District provided SEA's to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Instructional supplies for phonics, phonemic awareness, fluency, and vocabulary will assist</p>	Keisa Jackson, Principal, Neonna Richardson - Assistant Principal, and Michele	05/22/2026		

<p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Tri-Weekly Common Formative Assessment * Daily Classroom Observation with High Content Specific Walkthrough Tool * iReady Diagnostics Platform (Fall, Winter, and Spring) 	<p>SEA's in delivering small group instruction and increasing early literacy skills in students</p>	<p>Strother - PLC Coach,</p>			
	<p>[A 1.4.2] Building Skilled Readers through the Science of Reading Build and strengthen the foundational literacy knowledge of classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p>	<p>Keisa Jackson, Principal Neconna Molina Richardson - Assistant Principal, Michele Strother - PLC Coach and Sandra Henry - Interventionist,</p>	<p>05/22/2026</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 mathematics 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

Wells Station Elementary School will increase Mathematics TCAP on-track and mastery proficiency rates in grades 3-5 from 27.8% in 2024 to 37.8% in 2026.

Performance will be measured using the following tools:

TCAP Assessment

Tri- Weekly Common Formative Assessments

iReady Diagnostic Testing (Fall, Winter, and Spring)

enVision Standards Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Tri-Weekly Common Formative Assessment * Daily Classroom Observation with Content Specific Walkthrough Tool Document * iReady Diagnostics Platform (Fall, Winter, and Spring) <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Students should perform at or above 70% on school-wide common assessments tri-weekly. * Weekly review of Classroom Observations from the Content Specific Walkthrough Tool show that at least 40% of core content area teachers are effectively implementing the instructional shifts with a 3.5 - 4.0 Implementation Fidelity Rating. * iReady Diagnostic Growth Results will show that 50% of students are making progress toward achieving grade-level proficiency (Fall, Winter, and Spring). 	<p>[A 2.1.1] Professional Learning Communities (PLC) PLC meetings will be conducted to assess student needs and evaluate teacher instructional practices. These meetings aim to ensure that all students achieve high levels of learning and success. Additionally, identify trends in teacher instruction and student performance. Thus, developing the collective capacity of staff to collaborate effectively and improve student outcomes. Teachers will analyze student performance data, share successful strategies, and discuss instructional improvements. Printed resources materials and instructional supplies, and materials necessary for teachers to complete their tasks.</p>	Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach	05/22/2026		
	<p>[A 2.1.2] Collaborative Planning Collaborative planning sessions will be conducted to address the instructional needs of teachers.</p>	Keisa Jackson - Principal, Neonna	05/22/2026		

	<p>These sessions will focus on planning for content delivery and pedagogical strategies. Thus, equipping teachers with the knowledge, skills, and strategies aligned to content standards for effective lesson delivery. These sessions offer valuable professional learning opportunities to enhance both teacher performance and student outcomes. Teachers will need printed resources and materials related to instructional practices for planning, preparation, and lesson delivery. Teachers will use instructional supplies and materials to complete tasks and plan for high-quality instruction</p>	<p>Molina - Assistant Principal, Michele Strother - PLC Coach</p>			
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation: **</p> <ul style="list-style-type: none"> * Daily Classroom Observations with Content Specific Walkthrough Tool * Monthly School-Level Professional Development (Agenda & Sign-In Sheets) * Bi-Weekly Instructional Leadership Team Meetings (Agenda & Sign-In Sheets) <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * Weekly review of Classroom Observations from the Content Area Walkthrough Tool show that at least 33% of core content area teachers are effectively implementing the instructional shifts. * Daily classroom observations will reflect standards aligned core instruction 80% of the instructional time. * Bi-weekly ILT meetings will reflect 85% attendance rate. 	<p>[A 2.2.1] Mathematics and Classroom Walkthrough Tool Training Math Leads will conduct professional development on school-wide math language, strategies, and instructional practices to increase student achievement. Digital platforms and additional technology will be needed to ensure students develop a deep understanding of content and teachers are incorporating engagement opportunities aligned to the standard. Professional development on the use of digital platforms and incorporation of technology will be needed. Professional reading and instructional supplies will be purchased to support the use of manipulatives, mathematical practices and strategies.</p>	<p>Keisa Jackson - Principal, Neonna Molina - Assistant Principal, and Michele Strother - PLC Coach</p>	<p>05/22/2026</p>		

	<p>[A 2.2.2] Mathematics Standards Professional Development</p> <p>Math Leads will conduct professional development on the mathematics standards for the 25-26 school year. Professional development will focus on unpacking and interpreting the standards while outlining the instructional focus for clarity into effective Tier 1 instruction. Included in the professional development will be aspects of rigor, evidence of learning, and grade level expectations. Printed resources and materials will be required for teacher use, as well as, instructional supplies and materials to complete tasks</p>	<p>Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach,</p>	<p>05/22/2026</p>		
	<p>[A 2.2.3] Flexible Grouping Professional Development</p> <p>School leaders will conduct professional development on flexible grouping, Teachers will learn how to employ flexible grouping derived from academic monitoring and content assessment resources. Teachers will gain insight into this data-driven teaching practice whereby students are placed into temporary groups to work together as long as necessary for the development and/or mastery of an identified skill or learning activity. Resources and instructional materials will be purchased to support the implementation of flexible grouping in Math classrooms.</p>	<p>Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach</p>	<p>05/22/2026</p>		
	<p>[A 2.2.4] Family Math and Science Night</p> <p>Family Math and Science Night will be conducted to demonstrate content being taught in math classrooms and share strategies to assist parents in helping students at home . This activity purposefully connects parents to classroom learning and reinforces the role they have as active participants in the education of their child. Teachers will present hands-on standards-aligned activities that are engaging. Family resources and materials will be made available for students and will include instructional supplies and resources that are needed for practice at home.</p>	<p>Keisa Jackson - Principal, Neonna Richardson- Assistant Principal, Michele Strother - PLC Coach, Sherri Wade - Science Lead</p>	<p>02/20/2026</p>		

<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation: **</p> <ul style="list-style-type: none"> * Tri-Weekly Common Formative Assessments * Monthly Progress Monitoring Results * Bi-Weekly Grade Book Analysis <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Students should perform at or above 70% on school-wide formative assessments (Fall, Winter, and Spring) that align with core instructional standards for the specific quarter. * Students in targeted interventions (i.e. Aims Web) advance 1 skill deficit area every two months. * Students are meeting grade level expectations with a C letter grade or better per quarter. 	<p>[A 2.3.1] Bi-Weekly Data Meetings Bi-weekly data meetings will be conducted to discuss common formative assessment data. The common formative assessment will have been administered the prior week. Teachers will analyze the data to determine students' mastery of standards, trends, and specific instructional needs. Instructional supplies that support the analysis of data will be purchased and used during data meetings.</p>	Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach, Sandra Henry - Interventionist	05/22/2026		
	<p>[A 2.3.2] Intervention Instruction Teachers and Interventionist will provide additional instruction to students that possess deficits in specific academic areas. The additional instruction encompasses multiple entry and exit points based on students' needs. Instructional supplies needed will be purchased to support student needs and individualized instruction during the intervention period.</p>	Keisa Jackson-Principal, Sandra Henry-Interventionist	05/22/2026		
	<p>[A 2.3.3] Standards Aligned Supplemental Resources Standards Aligned Supplemental Material from Measuring Up, American Book Company and</p>	Keisa Jackson-Principal, Neonna Molina	05/22/2026		

	Curriculum Associates will be used to help students achieve academic success on district and state assessments. Students will receive whole group, small group, and individualized instruction utilizing Measuring Up, American Book Company, and Curriculum Associates resources to introduce and/or expand on concepts. These resources will provide teachers with key academic vocabulary to use in context, as well as scaffolds needed when delivering instruction. Measuring Up, American Book Company, and Curriculum Associates materials will be purchased to supplement the district curriculum.	Richardson-As sistant Principal, and Michele Strother - PLC Coach			
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[G 3] Safe & 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
 Wells Station Elementary will reduce the percentage of chronically absent students from 15.1% in 2023-2024 to 9.5% in 2025-2026.

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 interventions specifically designed to address identified behavioral needs of students. Additionally, develop and implement support programs tailored to assist students with behavioral challenges. Launch initiatives aimed at improving behavioral outcomes and providing appropriate	[A 3.1.1] Attendance Trackers Student attendance will be tracked each day using an attendance tracker. Teachers, professional school counselor and the administrative team will monitor and track the students who are chronically absent. They will have one on one meetings with parents and students. Decreasing chronic	Keisa Jackson - Principal, Professional School Counselor - Sherry Scott	05/22/2026		

<p>student supports.</p> <p>Benchmark Indicator **Implementation: **</p> <ul style="list-style-type: none"> * 20 Day Student Discipline Reports * 20 Day Attendance Data Reports * Quarterly At Risk Truancy Reports <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * 20-day Discipline Reports indicate student discipline is decreasing by one student each 20 day period. * 20 day Attendance Data Report indicate student attendance is improving by 2% each 20 day period. * At Risk Truancy Report indicate At-Risk students are decreasing by 1% each quarter. 	<p>absenteeism will help increase academic success in early literacy at Wells Station.</p>				
	<p>[A 3.1.2] Attendance Celebrations Families and teachers will celebrate meeting attendance goals by participating in Attendance Celebration. The celebration will promote high attendance and motivate families to bring students to school daily. Families will receive information telling how attendance affects academics. Instructional resources will be needed to make the event engaging for families.</p>	<p>Keisa Jackson-Principal, Sherry Scott-Professional School Counselor</p>	<p>05/22/2026</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality school based 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.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * 20 Day Student Discipline and Attendance 	<p>[A 3.2.1] Social/Emotional Learning - Professional Development Provide professional development to the staff to share strategies on how to deal with social and emotional issues in students. Staff will be trained on how to provide high quality instruction to all students including general education students, students with disabilities, and English Language Learners.</p>	<p>Sherry Scott-Professional School Counselor</p>	<p>12/12/2025</p>		

<p>Reports</p> <ul style="list-style-type: none"> * 20 Day Chronic Absenteeism Report * Monthly Attendance Rate Report <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * 20 Day Student and Discipline Report indicate student discipline is decreasing by 1 student each 20 day period. * 20 Day Chronic Absenteeism Report indicate chronic absenteeism is decreasing by .5% each 20 day period * Monthly Attendance Rate report indicates student attendance is increasing by 1 percentage point each month. 					
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * 20 Day Student Attendance Reports * 20 Day Attendance and Discipline Reports * Quarterly Review of Days Absent by Absent Categories <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * 20 day Attendance Data Report indicate student attendance is improving by 2% each 20 day period. * 20 Day Student and Discipline Report indicate student discipline is decreasing by 1 student each 20 day period. * Days absent by absent category indicate 	<p>[A 3.3.1] Family Meetings</p> <p>Families will participate in meetings to discuss the importance of attendance. Families will be presented with research-based data about how attendance affects academics.</p>	<p>Keisa Jackson - Principal, Neonna Richardson - Assistant Principal, Michele Strother - PLC Coach, Sherry Scott- Professional School Counselor</p>	<p>05/22/2026</p>		

unexcused absences is improving by 1 percentage point each quarter.

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