

Bruce Elementary Annual Plan (2025 - 2026)

Last Modified at Aug 29, 2025 04:22 PM 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.

****DO NOT DELETE THE DESCRIPTION ABOVE. INSTEAD, PLACE THE SMART GOAL BELOW UNDER "PERFORMANCE MEASURE".****

Performance Measure

Bruce Elementary School will improve on the number of students meeting or exceeding expectations from 21.4% in the SY 24 to 30% in SY26.

Performance will be measured using the following tools:

- * District Formative Assessments
- * Tri-weekly School Common Assessments
- * TNReady Assessment
- * iReady Diagnostic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] 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 **Implementation** * Weekly PLCs with ELA content sign-in sheets and agendas * Weekly classroom walkthroughs check form/tool * Weekly collaboration planning with teachers,	[A 1.1.1] Unpack & Align Standards Teachers will collaboratively unpack priority standards and create lesson objectives/tasks aligned to grade-level expectations.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

coaches, and district advisors, sign-in sheets and agendas * Quarterly CFA implementation/assessments **Effectiveness** * Implementing quarterly CFA assessments will show at least 30% of the students with 5% increase on-track or mastery. * Implementing weekly classroom walkthroughs will show at least 25% of the students with 7% increase on- track or mastery. * Implementing weekly PLC's with ELA content will show at least 25% of the students with 7% increase or more on-track or mastery					
	[A 1.1.2] Institute Standards-Based Lesson Planning in Collaborative Planning Teachers will create lesson plans that will include standard(s), measurable objectives, and aligned instructional activities.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
	[A 1.1.3] Implement High-Yield Instructional Practices Teachers will implement evidence-based strategies (e.g., questioning, discussion protocols, gradual release or responsibility) to promote mastery.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

	[A 1.1.4] Implement Formative Assessments Teachers will embed frequent, standards-aligned checks for understanding and weekly assessments and use results to adjust instruction.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership	[A 1.2.1] Implement Daily Target-Specific Observations A structured practice in which instructional leaders or coaches conduct short, focused classroom walkthroughs each day to collect evidence on a specific instructional target (e.g., use of questioning strategies, student engagement, standards alignment). Feedback is timely, specific, and directly connected to the targeted instructional practice.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/22/2026	Title I	

Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester. **Implementation** * Daily targeted teacher observations * Weekly Collaborative Planning Meetings * Monthly PLC meetings * Monthly New and Novice Teacher Bootcamps **Effectiveness** * 85% of teachers will understand how to teach an effective student-centered lesson in professional development sessions. * 75% of teachers will understand how to effectively implement the use district resources to present a lesson. * 75% of teachers will implement a strategy or action step obtained from the school-based professional development.					
	[A 1.2.2] Implement Get Better Faster Coaching Series specifically for New & Novice Teachers	Lashanda Foster,	04/17/2026	Title I	

	The Administrative Team will provide structured professional learning and coaching model based on Paul Bambrick-Santoyo's *Get Better Faster* framework. It will provide new and novice teachers with high-frequency, bite-sized coaching cycles that target the most high-leverage instructional practices (such as classroom management, lesson execution, and student engagement). Coaching sessions include practice, modeling, feedback, and immediate application to ensure rapid growth in teacher effectiveness.	Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator			
	[A 1.2.3] Attend In-School and Out-of-State Professional Development Administration, PLC Coach, Instructional Leaders and Teachers will attend PD surrounding strengthening best practices for English Language Arts to improve student achievement.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	06/19/2026	Title I	
	[A 1.2.4] Implement Weekly Collaborative Planning Teachers will meet collaboratively each week vertically grades 3-5 and Content leads to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.	Mrs. Foster, Principal, Mrs. Helton, Dean of Students, Ms. Salls, Instructional Facilitator, Ms. Sutton, PLCC	05/08/2026	Title I	
[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	[A 1.3.1] Employ Targeted Reading Intervention Bruce Elementary teachers will improve students' reading outcomes by providing daily targeted reading intervention to students. Daily, the RTI2 Lead and the school administration team will ensure that intervention providers provide high-quality teacher-led reading instruction and intervention guided by students' needs and performance data from iReady assessments and	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka	05/22/2026	Title I	

Implementation * Bi-weekly data cycles to identify students performing below proficiency. * Assign intervention staff/teachers with clear schedules and lesson plans. * Weekly intervention logs tracking attendance, instructional focus, and student progress. * Daily targeted teacher observations with district monitoring tool * Monthly Data team meetings with sign in sheets and agendas **Effectiveness** * 5% increase in students showing growth on progress monitoring tools (i-Ready, Aimseb, etc.) monthly. * 5% decrease monthly for the number of students moving out of Tier 2/Tier 3 supports into Tier 1.	AimsWeb Plus Weekly. The RTI2 providers and the RTI2 Lead will work collaboratively to create reading intervention plans, track students' growth and progress in AimsWeb Plus and communicate with families and other staff members. Daily, RTI2 providers will scaffold the use of best practices of RTI2, and effective differentiated intervention to improve the effectiveness of RTI and support student growth.	Salls, Instructional Facilitator			
	[A 1.3.2] Conduct Small Group Instruction Teachers in grades K-5 will determine students' instructional levels through reading benchmarks and tier students according to their microphases. Once tiered, teachers will align instruction to student needs during small group instruction.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/08/2026	Title I	
	[A 1.3.3] Provide In-School Tutoring through Specialized Educational Assistants Students in grades K-2 will receive differentiated Tier 1 instruction led by an SEA via small group or one-on-one sessions. These personalized learning and academic intervention activities are designed to meet student's individual needs and provide a	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton,	05/08/2026	Title I	

	learning pace and instructional approach that meets the learners' needs.	PLCC, & Shumeka Salls, Instructional Facilitator			
[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 **Implementation** * Administer universal screeners (e.g., i-Ready) three times per year to identify student needs. * Provide daily, explicit phonemic awareness and phonics instruction (systematic and sequential). * Incorporate guided reading/small group instruction with leveled texts aligned to student needs. * Implement a structured literacy block with protected time for reading and writing * Provide targeted Tier 2/Tier 3 literacy interventions based on progress monitoring data. * Integrate family literacy engagement (take-home books, family reading nights, parent workshops). **Effectiveness** * Increase in the percentage of students meeting grade-level benchmarks on early literacy screeners (fall → winter → spring). * Growth in foundational literacy subskills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. * Reduction in the number of students performing in “at-risk” or “intensive support” ranges.	[A 1.4.1] Progress Monitoring Teachers and Specialized Educational Assistants will conduct regular running records and fluency checks and use phonics screeners for phonics improvements.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

* Student reading levels advancing at or above expected yearly growth. * Family literacy engagement data (attendance at literacy events, use of take-home reading logs). * Teacher observation data (implementation fidelity of structured literacy practices).					
[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. **DO NOT DELETE THE DESCRIPTION ABOVE. INSTEAD, PLACE THE SMART GOAL BELOW UNDER "PERFORMANCE MEASURE".** Performance Measure Bruce Elementary School will improve on the number of students meeting or exceeding expectations from 18.7% in the SY 24 to 25% in SY26. Performance measures will be monitored by the following: * District Formative Assessments * Tri-weekly School Common Assessments * TNReady Assessment * iReady Diagnostic					
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 **Implementation** * Weekly PLCs with Math content sign-in sheets and agendas	[A 2.1.1] Unpack and Align Standards Teachers will collaboratively unpack priority standards and create lesson objectives/tasks aligned to grade-level expectations.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

* Weekly classroom walkthroughs check form/tool * Weekly collaboration planning with teachers, coaches, and district advisors, sign-in sheets and agendas * Quarterly CFA implementation/assessments **Effectiveness** * Implementing quarterly CFA assessments will show at least 30% of the students with 5% increase on-track or mastery. * Implementing weekly classroom walkthroughs will show at least 25% of the students with 7% increase on- track or mastery. * Implementing weekly PLC's with Math content will show at least 25% of the students with 7% increase or more on-track or mastery					
	[A 2.1.2] Institute Standards-Based Lesson Planning in Collaborative Planning Teachers will create lesson plans that will include standard(s), measurable objectives, and aligned instructional activities.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
	[A 2.1.3] Implement High-Yield Instructional Practices Teachers will implement evidence-based strategies (e.g., questioning, discussion protocols, gradual release or responsibility) to promote mastery.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls,	05/15/2026	Title I	

		Instructional Facilitator			
	[A 2.1.4] Implement Formative Assessments Teachers will embed frequent, standards-aligned checks for understanding , weekly and tri-weekly assessments and use results to adjust instruction.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
[S 2.2] Professional Development Provide professional development to strengthening teacher capacity in delivering high-quality, standards-aligned mathematics instruction. The strategy focuses on equipping educators with research-based practices, effective use of instructional resources, and data-driven decision-making to meet diverse student needs. Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions	[A 2.2.1] Implement Daily Target-Specific Observations A structured practice in which instructional leaders or coaches conduct short, focused classroom walkthroughs each day to collect evidence on a specific instructional target (e.g., use of questioning strategies, student engagement, standards alignment). Feedback is timely, specific, and directly connected to the targeted instructional practice.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester. Benchmark Indicator **Implementation** * Daily targeted teacher observations with district monitoring tool * Weekly Collaborative Planning Meetings with sign in sheets and agendas * Monthly PLC meetings with sign in sheets and agendas * Monthly New and Novice Teacher Bootcamps with course credit in PLZ **Effectiveness** * 85% of teachers will understand how to teach an effective student-centered lesson in professional development sessions. * 75% of teachers will understand how to effectively implement the use district resources to present a					
--	--	--	--	--	--

lesson. * 75% of teachers will implement a strategy or action step obtained from the school-based professional development.					
	[A 2.2.2] Implement Get Better Faster Coaching Series specifically for New & Novice Teachers The Administrative Team will provide structured professional learning and coaching model based on Paul Bambrick-Santoyo's *Get Better Faster *framework. It will provide new and novice teachers with high-frequency, bite-sized coaching cycles that target the most high-leverage instructional practices (such as classroom management, lesson execution, and student engagement). Coaching sessions include practice, modeling, feedback, and immediate application to ensure rapid growth in teacher effectiveness.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
	[A 2.2.3] Attend Out-of-State Professional Development Administration, PLC Coach and Instructional Leaders will attend PD surrounding strengthening best practices for Mathematics to improve student achievement.	Lashanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, & Shumeka Salls, Instructional Facilitator	06/26/2026	Title I	
	[A 2.2.4] Implement Weekly Collaborative Planning Teachers will meet collaboratively each week vertically grades 3-5 and Content leads to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	

[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** * Bi-weekly data cycles to identify students performing below proficiency. * Assign intervention staff/teachers with clear schedules and lesson plans. * Weekly intervention logs tracking attendance, instructional focus, and student progress. * Daily targeted teacher observations with district monitoring tool * Monthly Data team meetings with sign in sheets and agendas **Effectiveness** * 5% increase in students showing growth on progress monitoring tools (i-Ready, Aimseb, etc.) monthly. * 5% decrease monthly for the number of students moving out of Tier 2/Tier 3 supports into Tier 1.	[A 2.3.1] Employ Targeted Mathematics Intervention Teachers will improve students' mathematics outcomes by providing weekly targeted math interventions aligned to student needs using iReady Toolbox lessons/materials . Teachers will deliver high-quality, teacher-led math instruction guided by students' performance data from i-Ready Mathematics assessments.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/15/2026	Title I	
	[A 2.3.2] Implement Small Group Instruction Teachers in grades K-5 will determine students' instructional levels through Mathematics benchmarks and tier students according to their microphases. Once tiered, teachers will align	LaShanda Foster, Principal, Monica Helton, Dean of	05/15/2026	Title I	

	instruction to student needs during small group instruction.	Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator			
	[A 2.3.3] Promote iReady Mathematics Usage Teachers and school leaders will actively promote consistent and meaningful use of i-Ready Mathematics. Students will be encouraged to complete their personalized online lessons each week, aligned to their individual learning needs identified through i-Ready diagnostics. Teachers will monitor usage and lesson completion, celebrate progress, and integrate i-Ready data into daily instruction and small-group interventions.	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator	05/22/2026	Title I	

[G 3] Chronic Absenteeism

** **A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

Performance Measure

Bruce Elementary School will reduce the percentage of chronically absent students from 43.1% in 2024-2025 SY to 30% in 2025-2026.

Intervention and Supports will be measured using the following:

- * 20-Day Attendance Reports
- * Power BI Data
- * SharePoint

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, support programs, and initiatives that address identified behavior needs and provide appropriate student	[A 3.1.1] Implement Attendance Team The Attendance Team will meet every 20 days to disaggregate attendance and suspension data. Chronically absent and at-risk students' parents will be contacted via the Attendance Liaison and	LaShanda Foster, Principal, Monica Helton, Dean of	05/22/2026	Title I	

support. Research shows that attendance is an important factor in student achievement. Every missed school day is a lost opportunity for students to learn. Studies have shown a significant relationship between student attendance and student achievement. Students who attend school regularly have been shown to achieve higher levels than students who do not have regular attendance. Benchmark Indicator **Implementation** * Bi-weekly School Attendance Team meeting agendas and sign-in sheets* * Weekly attendance report* * Bi-weekly SART and/or SARB meeting agenda and sign-in sheets* * 20-day attendance reports* * 20-day behavior reports* * Attendance Incentives **Effectiveness ** * Chronically, out-of-school rates decrease by 5% or more in 2025 * Improve attendance rates to 95.% or more in 2025 * Incremental increase of 2% on 20-day reports for attendance rates * Incremental decrease of 2% on 20-day reports for behavior * Monthly Parties planned for students who have good attendance and behavior	Support Teachers. Chronically absent students will receive a letter indicating the number of absences and a date for parent conferences. During the parent conference, an action plan will be devised to assist the parents and students improve attendance and behavior. Students' attendance and behavior will be closely monitored and tracked. Incentives to motivate improvement will also be provided every 20 days.	Students, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator			
	[A 3.1.2] Implement G.R.O.W.L. Trait The GROWL Trait initiative is designed to recognize and reward positive student behaviors school-wide. Teachers and staff may give up to five	LaShanda Foster, Principal, Monica Helton,	05/15/2026	Title I	

	traits per week to any student, even those outside their classroom. Each trait must include the student's first and last name and be fully completed before students place it in the drop box located in the office. Teachers receive an initial set of traits to launch the program, with additional blank forms available in the office. Students may earn one GROWL Trait per week and must be present at the time their name is called to receive it. Students who are late or absent cannot collect it afterward. When called, students are allowed to walk to the designated table to receive their recognition. This system ensures fairness, consistency, and visibility of positive behaviors while encouraging teacher participation and student accountability.	Dean of Students, Dr. Michelle Mitchell, Professional School Counselor, Dawn Sutton, PLCC			
[S 3.2] Professional Development Provide ongoing, high-quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior, positively impacting student achievement. Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development sessions. Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD. Professional development will help teachers be more prepared and ready to tackle instructional challenges they may face. Professional development will expand teachers' skill sets and build up their pedagogy. Participating in professional development will lead teachers to new ideas and perspectives. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention	[A 3.2.1] Implement or Provide SEL Professional Development The Attendance Team will train the faculty and staff on social-emotional learning. A series of classroom management training sessions will be provided to faculty based on data and trends from Power BI	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dr. Michelle Mitchell, Professional School Counselor, Keilah Taylor, Reset	05/22/2026	Title I	

to how they are trained and supported. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Benchmark Indicator **Implementation** * Weekly attendance reports * Monthly Attendance Team meetings and sign-in sheets * Weekly collaborative planning* * Monthly Professional Development Meeting Minutes * Monthly RTI2-B data meeting minutes * Monthly SART and SARB meeting minutes **Effectiveness** * Chronically out-of-school rates decrease by 5% or more in 2025 * Incremental increase of 2% on 20-day reports for attendance rates * Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the instructional practices, resulting in TEM observation scores of 3 or higher.					
[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.	[A 3.3.1] Conduct On-Going Parent and Family Engagement Events Increase parental involvement by educating and training parents on school culture, policies and procedures, and the importance of parent and family engagement within the school. For example, host Open House, Annual Parent Meeting,	LaShanda Foster, Principal, Monica Helton, Dean of Students, Dr. Michelle	05/22/2026	Title I	

Resources and materials needed for Parent Development sessions. Research shows that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Engaging families in schools can lead to improved attendance, higher grades and test scores, better social skills, increased student motivation, and improved behavior. Benchmark Indicator **Implementation ** * Parent and community event sign-in sheets * Parent surveys * Parent engagement logs **Effectiveness** * A comprehensive data review every 9 weeks to analyze student attendance reports and determine the impact after engagement events. * At the end of each semester, review the attendance and discipline 20-day report with a trained parent ambassador to determine the impact on their attendance rates. * Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through monthly parent surveys.	school-wide festivals, Donuts w/ Dudes, STEM Night, Literacy Night, Muffins w/ Ma'ams, parent/teacher conferences, and holiday celebrations with ways to connect parents with the school community. Involve parents in the planning process to invest them in classroom activities and other activities like award ceremonies, class celebrations, student activity groups, school dances, and data nights, etc.	Mitchell, Professional School Counselor, Dawn Sutton, PLCC, Shumeka Salls, Instructional Facilitator			
---	---	---	--	--	--