

Fox Meadows Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Fox Meadows ES will increase the Reading/Language Arts meeting or exceeding expectations proficiency rates for students in grades 3-5 from 28.9% in the 2023-2024 SY to 33.9% for the 2025-2026 SY on the TN Ready Assessment.

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] 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.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly Informal Observation Tool and rubric o Quarterly Data Dig Minutes o Weekly lesson plans o Daily exit tickets <p>**Effectiveness**</p>	<p>[A 1.1.1] Standard Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

<ul style="list-style-type: none"> o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. o Daily exit tickets will reflect at least 90% of students scoring 80% or higher. 					
	<p>[A 1.1.2] Secure supplies, materials, equipment, and support for academic instruction **Implementation**</p> <ul style="list-style-type: none"> o Weekly Informal Observation Tool and rubric o Quarterly Data Dig Minutes o Weekly lesson plans o Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. 	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

	<p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>Performance levels at 40% on-track/mastery on school-wide / district Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Direct Teaching Model will provide an informal observation rubric to gauge the implementation of standard aligned instruction. Professional Development will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM rubric for formal observations - for each observation at 3 or better;</p> <p>Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;</p> <p>TN Ready State Standards - annually meeting AMO's.</p> <p>District Literacy staff and Fox Meadows admin team will use the District issued plannig document to monitor the fidelity and implementation of Tier 1 RLA instruction. District Literacy staff and Fox Meadows admin team will provide professional development on the implementation of the Wonders curriculum. Professional development will be provided to assist teachers with implementing creative and performing arts into the curriculum.</p>				
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	<p>Additionally, teachers will review data on a regular basis, including data dig meetings, to determine the course of instruction and intervention. Funds will be used to provide</p> <p>substitutes for teachers to attend professional development sessions and data digs.</p> <p>**Benchmark Indicator:**</p> <p>Formal (TEM) observations will be conducted to determine if teachers are</p> <p>meeting the expectations, and work to provide additional PD. Additional data sources to evaluate effectiveness include: student data and teacher data.</p>				
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly Informal Observation Tool and rubric o Quarterly Data Dig Minutes o Weekly lesson plans o Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Weekly informal observation data will indicate 	<p>[A 1.2.1] 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.</p>	<p>Tameka Allen, Gregory Richards, Angel McKahy</p>	<p>04/30/2026</p>	<p>Title I</p>	

<p>that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>					
	<p>[A 1.2.2] School Level Professional Development Fox Meadows Elementary will provide teachers with ongoing, high-quality professional development at the school and district level that supports effective instructional practices that lead to improved student achievement. Fox Meadows will also provide professional development opportunities to assist parents in supporting students' learning at home.</p> <p>These learning opportunities will include, but are not limited to:</p> <ul style="list-style-type: none"> * weekly collaborative planning * Instructional Leadership Team meetings * Shelby County Schools District Learning Days * Family Literacy Night * Family Math and Science Night * professional development sessions targeting school-wide trends 	Tameka Allen Gregory Richards, Angel McKay	04/30/2026	Title I	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	Tameka Allen, Gregory Richards, Angel McKay	04/30/2026	Title I	

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p>	<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p>				
	<p>[A 1.3.2] Target Intervention and Personalized Learning</p>	<p>Tameka Allen, Gregory</p>	<p>04/30/2026</p>	<p>Title I</p>	

	<p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Monthly progress monitoring of student Response to Intervention 2.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	Richards, Angel McKay			
<p>[S 1.4] Early Literacy By Spring 2026, through the implementation of early work-based learning opportunities Fox Meadows ES will utilize a support system to improve on students' ability for Fox Meadows Elementary School's early learners to be engaged for the 2025-26 school year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p> <p>* By May of 2026, KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 70% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70% or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessments, and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring of 2026.</p>	<p>[A 1.4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p>	Tameka Allen, Gregory Richards, Angel Mckay	04/30/2026	Title I	

<p>Benchmark Indicator</p> <p>**Benchmark Indicator**</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades K-2 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p>					
	<p>[A 1.4.2] Effective Transition to Kindergarten</p> <p>****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

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

Fox Meadows ES will increase Math meeting or exceeding expectations proficiency rates for students in grades 3-5 from 24.5% in the 2023-2024 SY to 29.5% for the 2025-2026 SY on the TN Ready assessment.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

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 **Benchmark Indicator**</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p>	<p>[A 2.1.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's math goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none"> * educational assistants * computers * headphones (for classroom use with technology) * access to field trips that connect external content to curricular standards * paper * pencils * books, including digital publications (not textbooks) * agenda books * curricular support for parents * supplemental student workbooks * digital platforms ie All in Learning 	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

<p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p>					
	<p>[A 2.1.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. These supports will be provided by Contend Lead Teacher, PLC Coach, and District Coaches.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/30/2026	Title I	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation:**</p>	<p>[A 2.2.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's math goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none"> * educational assistants * Studies Weekly * computers * headphones (for classroom use with technology) * access to field trips that connect external content to curricular standards 	Tameka Allen, Gregory Richards, Angel McKay	04/30/2026	Title I	

<p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p>	<ul style="list-style-type: none"> * paper * pencils * books, including digital publications (not textbooks) * agenda books * curricular support for parents * supplemental student workbooks 				
	<p>[A 2.2.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. These supports will be provided by Contend Lead Teacher, PLC Coach, and District Coaches.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	
<p>[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized</p>	<p>[A 2.3.1] School-Level Intervention (RTI2) Fox Meadows Elementary will provide students with daily, additional instructional support in</p>	<p>Tameka Allen, Gregory Richards,</p>	<p>04/30/2026</p>	<p>Title I</p>	

<p>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 **Benchmark Indicator**</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative</p>	<p>identified deficit areas via Response to Intervention and Instruction (RTI2). The Fox Meadows' Admin Team will monitor the fidelity of implementation of RTI2. Fox Meadows will continue to collaborate with other district office staff (i.e., RTI2 advisor and school psychologist) to support the implementation of the RTI2 instructional design.</p>	<p>Angel McKay</p>			
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<p>Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p> <p>Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p>					
	<p>[A 2.3.2] Extended Learning /Tutoring Fox Meadows Elementary will provide students with extended learning opportunities with before-school tutoring to improve student achievement. Select students will be offered the opportunity to participate in these learning opportunities.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	
<p>[G 3] Chronic Absenteeism Fox Meadows ES will decrease Chronic Absenteeism rates for all students from % in the 2024-2025 SY to % for the 2025-2026 SY.</p> <p>Performance Measure Performance effectiveness will be measure by the following:</p> <p>Power BI data</p> <p>PowerSchool data</p> <p>SART documentation for at-risk students</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports ****Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator ** Implementation**</p> <ul style="list-style-type: none"> o 20-day attendance reports o 20-day behavior reports 	<p>[A 3.1.1] Chronically Absents Due to Suspension * Fox Meadows Elementary School will monitor students' attendance using the attendance and suspension data each 20 day reporting period. Students who are chronically absent due to suspension will be monitored for behavioral intervention and supports that will leads to better student attendance. Behavior Tracker and Behavior Flow Chart will be use to inform parents of student infractions before suspension is needed. Using Fox Meadows Behavior Flow Chart and</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

<p>o 20-day suspension report</p> <p>**Effectiveness**</p> <p>o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>o 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p> <p>o 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p>	<p>Behavior Tracker to track students that are at-risk for absences due to behavior issues before arising to the point of suspension.</p>				
	<p>[A 3.1.2] School-Level: Attendance Supports Fox Meadows will utilize and fully implement the Student Attendance Review Team (SART) initiative.</p> <p>Fox Meadows Elementary will improve its attendance rate by implementing the strategies developed by the school's SART. Fox Meadows' SART will monitor students' daily attendance rate each week. Fox Meadows will decrease its chronic absenteeism rate, which will improve the overall student attendance rate.</p> <p>The following strategies will be utilized to improve students' chronic out-of-school absences:</p> <ul style="list-style-type: none"> * including information regarding student attendance during all school programs and assemblies * providing incremental grade-level incentives for student attendance * issuing students out-of-uniform passes * school-wide recognition via announcements, attendance boards, and the school's and weekly classroom newsletters. * conducting meetings and conferences with students and parents-of-students who have been identified as having at-risk and/or chronic absence 	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

	<p>issues</p> <p>* Using Fox Meadows Behavior Flow Chart and Behavior Tracker to track students that are at-risk for absences due to behavior issues arise to the point of suspension.</p>				
	<p>[A 3.1.3] School Level Discipline Supports Fox Meadows will utilize and fully implement the Response to Instruction and Intervention for Behavior (RTI2-B) initiative.</p> <p>Fox Meadows will improve its suspension rate by implementing the strategies developed by the school's Response to Instruction and Intervention for Behavior Team, which will increase the attendance rate. The Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on classroom management techniques to prevent and lessen the number of minor infractions. The assistant principal and school counselor will monitor the number of student referrals. Fox Meadows will reduce the number of referrals, therefore, decreasing the chronic absenteeism rate caused by out-of-school suspensions, which will improve the overall student attendance rate. Fox Meadows will utilize its Behavior Flow Chart along with the Behavior Tracker to inform both parents and students of behavior on a weekly basis.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Semesterly RTI2-B data training agenda and minutes</p>	<p>[A 3.2.1] School-Level Professional Development The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on effective classroom management techniques. An Response to Instruction and Intervention for Behavior Team member will lead a quarterly review for faculty and staff to provide updates on the effectiveness of the current program and/or additional training.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	

<p>**Effectiveness**</p> <ul style="list-style-type: none"> o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. 					
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Quarterly parent meeting agenda and minutes o Semesterly parent-teacher conference sign-in sheets/minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Quarterly parent meetings will result in an increase in participation by at least 10%. o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>[A 3.3.1] School Level Parent Training The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide a training sessions and supplies for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors, and how teachers are tracking student behaviors using a behavior flow chart and behavior tracker.</p> <p>During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending incidents, how often these incidents are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist.</p> <p>Parents should leave each training session equipped with knowledge of how behaviors are tracked, the behavior glow chart, trending misbehaviords at Fox Meadows and possible ways to curtail those behaviors and support their child's education.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/30/2026</p>	<p>Title I</p>	