

Hickory Ridge 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

Hickory Ridge Elementary will increase ELA on track and mastery proficiency rates in grades 3-5 from 24.9% in 2024 to 30% in 2026 on the TCAP assessment.

Performance will be measured using the following tools:

District Formative Assessments

TCAP Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Rationale 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. We will utilize the RACES strategy for all grade levels as a writing resource and implementation of district daily writing expectation. Benchmark Indicator **Benchmark Indicator** Implementation * Daily Informal Walkthroughs * Monthly Data Team Meetings to discuss students needing intervention.	[A 1.1.1] Curriculum Hickory Ridge Elementary School will improve student achievement through collaborate planning and intentional implementation of a rigorous ELA curriculum. The Instructional Leadership Team will collaborate with district personal to provide effective professional development that ensures teaching practices are implemented and carried out effectively. Teachers will used evidence-based best practices to help strengthen the academic programs. Grade level teams will analyze academic and non-academic data regularly and timely to ensure that students are learning the standards that are addressed in the curriculum. Specialized educational assistants in K-2 classrooms. New strategies: PD for teachers in comprehension skills, instructional materials for blended learning, interrogation of MSCS curriculums and iReady, and before school tutoring.	M. O'Connor PLCC, L. Pete PLCC, T. Williams ICC, K. Wilson Principal, E. McFerren Assistant Principal	05/15/2026	Title 1	

* Data meetings post unit, benchmark, and district assessments to analyze assessment data and student performance. * Weekly Instructional Roundtable Meetings to break down standards, to review student work, participate in deliberate practice, and analyze data. Effectiveness * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing monthly data team meetings will show 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery.					
	[A 1.1.2] Rich Learning Environment Hickory Ridge Elementary School will improve student achievement by providing the following: additional student computers, ink, chart paper, sound walls, word walls, poster maker supplies, copy paper, dry erase makers, individual white boards, supplemental materials aligned to the TN Standards, materials for small group instruction and literacy workstations, supplies and materials to teach and assess foundations and high-frequency words, supplies and materials to support literacy-rich learning environments, and materials for making data folders for students in K-5.	M. O'Connor PLCC, L. Pete PLCC	03/31/2026	Fund 1 Title 1	
[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	[A 1.2.1] Instructional Roundtable Meetings School leaders and teachers will attend Professional Development provided by SCS, Southwest Region, the school, and outside vendors. Throughout the school year, the district and school will provide specific, job-embedded, professional development to meet the needs of the	M. O'Connor PLCC, L. Pete PLCC, T. Williams ICC, K. Wilson Principal, E. McFerren	05/15/2026	Title 1	

level of grade supported texts. Benchmark Indicator Implementation: * Monthly differentiated professional development sessions for teachers from ILT Team, content leads, expert teachers in the building, or admin. * Monthly new teacher professional development sessions based on trends from observations, needs assessment, or survey. * Monthly PLCs focused on standard(s) and student work analysis. * Monthly Data Team Meetings to discuss student assessments (common formative assessments, weekly quizzes, common formative assessments, writing, and cyclical district assessments.) Effectiveness: * Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery. * Implementing weekly Instructional Roundtable Meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery. * Implementing data team meetings after unit, benchmark, and district assessments will reflect 20% of students will increase by 5% on-track or mastery.	instructional staff as identified by teacher evaluation and assessment results. Professional development will build capacity for high-quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas: Understanding the objectives by the Know Show Chart, Technology Integration, RTI2 implementation with fidelity, reading instructional strategies.	Assistant Principal			
[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.	[A 1.3.1] Reading Interventionist Specialized educational assistants, assistants, and teachers will help improve the academic growth of low-achieving students in reading, including those in subgroups. The faculty will continue to provide an academic response to intervention, RTI2, and other focused supplemental supports, tutoring, to	M. O'Connor PLCC, L. Pete PLCC, T. Williams ICC, P. Dixon Interventionist, K. Wilson	05/22/2026	Title 1	

Benchmark Indicator Implementation * Monthly Progress Monitoring Data Review (i-Ready) i-Ready Diagnostic and Growth Monitoring Reports Monthly * Weekly Monitoring of Multiple Data Sets Weekly quizzes, common assessments, and writing samples Weekly * Tier-Based Progress Monitoring Tiered intervention tracking forms : Weekly or bi-weekly, depending on student tier * Daily Designated Intervention Block Intervention schedules and instructional resource logs Daily Effectiveness * Monthly Professional Development Impact 20% of students will increase by 5% in on-track or mastery levels Monthly * Weekly PLC Data Analysis Impact 20% of students will increase by 5% in on-track or mastery levels, Weekly * Monthly Data Team Meeting Impact 20% of students will increase by 5% in on-track or mastery levels, Monthly	improve the achievement and close gaps in Reading. Teachers will receive supplemental materials from supplemental Reading curriculums that are decided to supplement the MSCS curriculum. Teachers will place an intentional focus on mastery of Power Standards and District Formative Assessment Standards. Teacher teams will participate in weekly standards driven collaborative planning sessions. Teacher teams will participate in vertical planning sessions. Teacher teams will plan for utilization of flex days for reteaching and target support. Support teachers and TAs will provide student support during RTI2. ESL teachers will provide support in ELD in lieu of RTI2 for identified ELLs. School-wide RTI2 block will be implemented and monitored gaily. School leaders and teachers will provide parent engagement strategies with an academic focus.	Principal, E. McFerren Assistant Principal			
	[A 1.3.2] Standards Aligned Assessments Additional educational resources will be be purchased to supplement student exposure to TN Standards aligned to materials and test preparation questions.	M. O'Connor	04/03/2026	Title 1	
[S 1.4] Intensive Focus on K-2 Literacy Hickory Ridge Elementary school will increase ELA meeting or exceeding expectations proficiency rates in all grades to 40% in the 2025-2026 school year. Hickory Ridge Elementary Schools' early learners	[A 1.4.1] Professional Development Hickory Ridge Elementary School will prioritize foundational skills, with targeted support in grades K-2. All students will have daily access to rigorous Tier I instruction as provided within the Wonders foundational skills curriculum. All students will have periodic access to the TN Foundational Skills	M. O'Connor PLCC, T. Williams ICC	05/22/2026	Title 1	

will be engaged for the 2025-2026 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 their specific grade level. 3, TSI Benchmark Indicator i-Ready assessments Weekly grade level assessments using the Wonders aligned curriculum Quarterly District Assessments. Looking at student work and analyzing aggressive monitoring documentation	Curriculum SupplementK-2 teachers will provide a literacy-rich learning environmentK-2 teachers will implement strategies and materials that are evidence-based and follow the most recent research in the science of how children learn to read. Teachers will provide time and opportunities for students to practice newly acquired foundational skills, including decoding, encoding, listening, and speaking, during the literacy block. Teachers will plan for and implement a literacy block that adheres to guidance from the district early literacy advisors regarding time and lesson components, including blended learning, literacy work stations and teacher led small groups. High frequency word recognition will be assessed, and students will receive incentives. Specialized intervention will be planned for second grade students who are not meeting mastery of foundational skills standards. The intervention will be provided by the second grade literacy paraprofessional. Specialized teacher assistants will support foundational skills development in K-2. Teachers in K-2 will engage in weekly standards-driven collaborative planning and deliberate practice in foundational skills. Teachers in K-2 will engage in vertical planning each month to examine the foundational literacy standards progressions. School leaders will provide parent engagement activities designed to improve early literacy skills.				
	[A 1.4.2] Foundations Remediation The coaches will begin to identify students who are in grades 3-5 who are lacking the foundational skill to read. We will pull these students in small groups and provide them with building blocks to fill gaps in instruction. The focus will be letter sounds, sounding out multisyllabic words, and high frequency words.	M. O'Connor PLLCC, L, Pete PLCC, T. Williams ICC, E.	05/15/2026	Title 1	
[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

Hickory Ridge Elementary school will increase Math meeting or exceeding expectations proficiency rates on TCAP Achievement in all grades from 29% in 2024 to 34% in the 2026 school year.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Unit assessments

Looking at student work and aggressive monitoring tool

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 (Envision/5E Model) 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. Rationale: 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. We will utilize the Envision math curriculum district curriculum expectation.	[A 2.1.1] Standards Instruction Teachers at Hickory Ridge Elementary School Elementary School will improve student achievement by utilizing rigorous instructional strategies. The Instructional Leadership Team will collaborate with district personnel to provide effective professional development that ensures teaching practices are implemented and carried out effectively. Teachers will use researched best practices to help strengthen the academic program out our school. Teams will analyze academic and non-academic data quarterly and bi-weekly to ensure that students are learning the standards that are addressed in the curriculum. School leaders will continue to leverage the established key strategies to improve student achievement for this subgroup and incorporate new strategies. Additional staff to address learning loss in at-risk, including our TSI groups; BHNA, ED, EL, BAA, HIS. Integration of iReady for differentiated instruction. Attendance incentives, Increased support for at-risk families, before school and Saturday school tutoring opportunities in Mathematics. Increased opportunities in STEAM.	L. Pete - PLCC, M. O'Connor -PLCC, K. Wilson-Principal, E. McFerren - Assistant Principal	05/01/2026	Title 1	

Supporting Data:

School level data shows the following for Spring 2024 TCAP overall data results show overall 29% met plus exceeded in Math.

Benchmark Indicator
Implementation

- * Lesson Plans and Instructional Planning Documents Weekly teacher lesson plans aligned to TN Standards and Envision/5E Model Weekly
- * Classroom Observations and Walkthroughs Instructional Practice Guide (IPG), observation rubrics Weekly or bi-weekly, Monitoring execution of rigorous, standards-aligned instruction.
- * PLC Meeting Notes and Data Review Logs PLC documentation and student data analysis forms, Weekly
- * Curriculum Usage Reports (Envision Math) Digital platform usage analytics or teacher self-reporting, Monthly
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Effectiveness

- * Student Mastery of TN Math Standards Increase in student engagement and mastery as measured by formative and summative assessments, Weekly (formative), Quarterly (summative)
- * Spring 2024 TCAP Math Performance Improve from 29% met/exceeded to a higher percentage in Spring 2025 Annually (TCAP)
- * Daily Access to Rigorous Curriculum 100% of students receive daily instruction using Envision/5E Model Daily (tracked via lesson plans and observations)
- * Evidence of Data-Informed Instruction 100% of math teachers use student data to guide

instruction, Weekly (via PLC documentation and lesson plans)					
	[A 2.1.2] Learning Environment HRE Elementary School will improve student achievement by providing the following supplies/materials: computers, chart paper, student markers, printing ink, document cameras, supplemental materials from math manipulatives. Interactive online learning and assessment platform. STEAM instructional materials and kits.	M. O'Connor PLCC	04/03/2026	Title 1	
[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. Benchmark Indicator ### Implementation * Weekly Classroom Observations using the Instructional Practice Guide (IPG) and Debriefing Document , IPG Observation Rubric and Debriefing Notes, Weekly, At least 75% of classrooms observed score 33% or higher in demonstrating instructional shifts. * Instructional Leadership Team (ILT) Meeting Attendance Tracking, ILT Meeting Logs and Attendance Records, Twice per month, 85% attendance rate among district and school leaders. * Regional Meetings and Small-Group ILT Sessions Attendance Tracking, Session Agendas and Attendance Sheets, Monthly, 85% attendance rate among content leads, PLC Coaches, and administrators. * Monthly Parent and Community Huddles, Event Sign-in Sheets and Session Materials, Quarterly * Engagement in strategies to support district Mathematics goal, New Teacher Professional Learning Session Logs	[A 2.2.1] School Professional Development School leaders and teachers will attend Professional Development. Throughout the school year, the school will provide specific, job embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation or assessment results. Professional development will build capacity for high quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas :Mathematics collaborative planning, Blended learning strategies, RTI implementation with fidelity. RTI resources and materials for Tier 2 and Tier 3 intervention groups. iReady computer-based programs, Deliberate practice with the 5 E's, Total Participation Techniques, Check for Understanding	M. O'Connor-PLC C, L.Pete- PLCC, T. Williams- ICC, K. Wilson- Principal, E.McFerren – Assistant Principal, S. Rooks ILT Team	03/27/2026	Title 1	

* PD Attendance Records and Session Feedback Forms, Various times throughout each semester, Participation in ongoing support for new hires. ### Effectiveness * Instructional Practice Guide (IPG) Observation Benchmark, At least 75% of classrooms score 33% or higher, Weekly, Implementation of instructional shifts and standards-aligned instruction. * ILT Meeting Attendance Benchmark, 85% attendance rate, Twice per month, Leadership collaboration and content support. * Regional ILT Session Attendance Benchmark, 85% attendance rate, Monthly, Improved instructional practices observed during district walkthroughs. * Numeracy Proficiency Benchmark from Parent/Community Huddles, Increase of at least 2 percentage points in numeracy proficiency per District common formative assessment window, Quarterly, Impact of family engagement on student achievement. * New Teacher TEM Score Benchmark, TEM score of 3 or higher in at least 2 indicators per semester, Each semester, Effectiveness of professional learning supports for new hires.					
	[A 2.2.2] Instructional Roundtables Teachers will meet with PLCCs weekly in professional learning communities. Teams will study formative and benchmark assessment data on assessments bi-weekly and quarterly. Teams will develop action plans to address deficits and enrichment. Teams will complete collaborative planning and deliberate practice. The PLCCs will provide frequent and effective coaching and mentoring to teachers that is based on observation and evaluation data. Increased development and use of common formative and summative assessments will be tracked through teacher level	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerrer – Assistant Principal	05/22/2026	Title 1	

	standards Data trackers and data trackers in 100% of all Mathematics classroom teachers				
[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 A list of documentation or tools that will be used to monitor the implementation of the strategy, including frequency: * 20-Day Progress Monitoring Data Reviews: Intervention tracking forms or digital platforms (e.g., iReady reports, school-based data systems) * Quarterly Grade Report Reviews for Summer Learning Students: Report cards and grade tracking spreadsheets, Every 9 weeks (quarterly) * iReady Diagnostic Reports, Three times per year (Fall, Winter, Spring) ### Effectiveness A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency: * iReady Diagnostic Benchmark*: Students should perform at or above the 65th percentile Fall, Winter, Spring * Tier Movement in Intervention: Students show	[A 2.3.1] Intervention The faculty will continue to provide an academic response to intervention (RTI2) and other focused supplemental supports (tutoring) to improve achievement and close gaps in Mathematics. Teachers will also receive supplemental materials, Measuring Up and TCAP Coach. This text is designed to supplement the core curriculum by giving students more rigorous tasks that aligned to the Tennessee State Standards and increase academic achievement on TNReady. Teachers will place an intentional focus on mastery for Power Standards and District Formative Assessment Standards. Teachers will participate in weekly standards driven collaborative planning sessions. Teachers will plan for utilization of flex days for item analysis and reteaching. Support teachers and teacher assistants will support mathematics interventions during the schoolwide RTI2 block.	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, P. Dixon, Interventionist	05/20/2026	Title 1	

continuous progress from Tier III to Tier II or Tier II to Tier I, Every 20 instructional days * Students demonstrate grade level improvement on quarterly report cards (e.g., F to D, D to C), Quarterly					
	[A 2.3.2] Standards Aligned Additional educational resources will be purchased to supplement student exposure to TN Standards aligned materials and test preparation questions. Professional development sessions will be provided	M. O'Connor PLCC	04/03/2026	Title 1 Fund 1	
[G 3] Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions, supports, incentives and continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure Hickory Ridge Elementary school will decrease chronic absenteeism to at least 28% in the 2025-2026 school year. Interventions and supports will be measured using the following: * PowerSchool Data * PowerBI Data * Share Point * Attendance Celebrations * Dojo Points					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Rationale Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Supporting Data	[A 3.1.1] Focus on Attendance Historically, attendance has been connected to student achievement. Hickory Ridge Elementary School's Student Attendance Review Team will effectively and accurately manage student absenteeism and incorporate incentives for students.	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC	05/21/2026	Fund 1	

Hickory Ridge Elementary School will reduce the percentage of chronically out of school students. Since the pandemic our chronic absentee rate has been increasing and at the end of the 2024 school year we were at 30%. Benchmark Indicator Implementation * In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student discipline reports - 20-day reporting period will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. * Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. * Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). Effectiveness * Executing monthly incentive celebrations * HRE Perfect Attendance Class recognition on morning announcement. * Monthly parent meetings with parents of chronically absent students to reduce the number of absences. * Daily phone calls of absent students by teachers, office admin, or guidance counselor.		K-5, S. Dassler - GOS, BCM, T. Richmond- Attendance Liaison			
	[A 3.1.2] Attendance Incentives The faculty and staff will ensure that we increase attendance for all students by continuing or implementing the following: Each 9 weeks students will have the opportunity to earn perfect attendance awards: participation in E-Parties, monthly, 100%	M. O'Connor-PLC C, L.Pete- PLCC, T. Williams- ICC, K. Wilson-	05/15/2026	Fun 1	

	class pizza parties, ribbons, school supplies, student incentive coupons from community vendors and adopters. Students hosts morning announcements. All students receive 5 dojo points for coming to school daily.	Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison			
[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. Benchmark Indicator Implementation * Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. * Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. * Weekly reports will be monitored via PowerBi. * Daily Announcements about the daily school attendance rate. Supporting Data * PowerBi Data * 20-Day Attendance Reports * Weekly Attendance Reports PowerSchool Effectiveness * Implementing yearly professional development training on ACEs Awareness with teachers will decrease chronically absenteeism by 5%.	[A 3.2.1] Professional Development A 3.2.1 Professional Development Hickory Ridge Elementary will work toward reducing the number of student suspensions by the end of the 2024-2025 school year. Professional Development will be provided by the RTI-B. SEL needs of all of our students progressive discipline steps and procedures. Addition of reset room procedures to limit out of school suspensions.	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison	05/15/2026	Fund 1	

* Implementing yearly training on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery * Data from each 20 day attendance rate will be tracked and over each 20 day attendance period, the school attendance rate will increase by 1%. * Announcing the daily attendance rate will hold students accountable for keeping our daily attendance rate at 95%.					
[S 3.3] Parent, Family and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Implementation Monthly parent Attendance Meetings Monthly Family Fun Nights Classroom Perfect Attendance Awards done as a challenge - usually every 3-4 weeks but it depends on how long it takes for a classroom to spell ATTENDANCE Effectiveness Implementing monthly parent, family, and community engagement events will show by reducing chronically absences by at least 3%.	[A 3.3.1] Family Engagement Activities School leaders and staff will provide engaging experiences that strategically build problem-solving skills for students and families: Families of students in K and 1 will engage in parent training with strategies to improve attendance, including absences, tardies, and early check outs. Family engagement events that address the transition from Pre-K to Kindergarten and 5th grade to middle school. Monthly parent trainings on academic, parenting, and SEL topics. Family engagement events such as Curriculum Nights, Data Night, Title I Night. Communication with parents via social media/classdojo, signage, and surveys that invite parental engagement and input on decisions that impact student achievement. Inviting parents to support at school events. Home to school communication daily folders with conduct and assignments and graded papers for K-5 students. All students and parents signed a non negotiable contact laying out the requirements and expectations for this school year.	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison	05/15/2026	Fund 1 Title 1	
	[A 3.3.2] Annual Title 1 Meeting School leaders and staff will invite all parents to come learn about the state of the school and the resources available to assist all students with academics and social-emotional growth.	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC,	05/15/2026	Fund 1	

		K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison			
	[A 3.3.3] Parent Resource Center School leaders will improve the resources available in the parent resource center. This center is for parents to use technology for job applications, school work, research, email access, printing, and information resources. Resources include: literature on parenting community resources for employment, utilities, and housing at home learning strategies and activities to support learning, homework, and assessments. Supplies and supplemental instructional materials. Folders for parent teacher communications.	M. O'Connor, L.Pete- PLCCs	10/31/2025	Title 1	