

Craigmont Middle Annual Plan (2025 - 2026)

Last Modified at Sep 19, 2025 01:05 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 equitable 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

By May 2026, Craigmont Middle School will increase the percentage of students scoring On-Track/Mastery in grades 6-8 from 19.3% in 2024 to 27.2% in 2026.

** **

** **

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Schoolwide Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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 ELA curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly School-wide ELA Common Formative</p>	<p>[A 1.1.1] Support Rich Learning Environments Students and teachers will be provided with additional materials, personnel, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups.</p>	<p>Principal Haywood, G. Long & D. Davenport</p>	<p>05/01/2026</p>	<p>Fund 1, Fund 12</p>	

<p>Assessments</p> <ul style="list-style-type: none"> * Weekly information observation tool and rubric * Quarterly Formal Observation Tools * Quarterly Data Dig Minutes * Weekly lesson plans * Quarterly student work samples * Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly School-wide ELA Common Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly information 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. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessment with a score of 80% or higher. * Weekly lessons plan checks will reflect that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Quarterly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% of higher. 					
	<p>[A 1.1.2] Use of Common Formative Assessments to Measure Student Progress Grade level/content specific common assessments created by school personnel.</p>	<p>Principal Haywood, G. Long, F. Brewer, G. Demitrias, A.</p>	<p>04/01/2026</p>	<p>Fund 12, Fund 1, District Funds</p>	

		Dunlap, A. Gilbert, L. Monroe, V. White, J. White, D. Whitaker, K. Whitley, R. Williams			
	<p>[A 1.1.3] Conduct Weekly Collaborative Planning Meetings</p> <p>Teachers will meet in content level PLCs to analyze standards and assessments. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	Principal Haywood, G. Long, F. Brewer, G. Demitrias, A. Dunlap, A. Gilbert, L. Monroe, V. White, J. White, D. Whitaker, K. Whitley, R. Williams	04/02/2026		
	<p>[A 1.1.4] Provide technology to enhance ELA instruction</p> <p>In order to provide rigorous instruction, technology will be provided to the student and teachers. Both will utilize interactive whiteboards in the classrooms and computer learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided access to printing & copying equipment that prints and/or copies lesson plans, instructional materials and intervention/enrichment materials for student achievement, as needed. Student will be provided access to computer technology to engage in research, instructional learning programs and interactive academic practice supplementary to instruction while at home or school. Document cameras will be available to teachers as a visual aid for daily instruction. Teachers and students will be provided with software and computer</p>	Principal Haywood, G. Long, C. Carpenter	04/30/2026	Fund 1, Fund 12, ISM Grant	

	<p>applications that promote student engagement. The Pear Platform will be provided.</p>				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly professional development agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10% * Bi-weekly admin meetings will monitor classroom observation that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers 	<p>[A 1.2.1] Professional Learning Community Meetings Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.</p>	<p>Principal Haywood, G. Long, F. Brewer, G. Demitrias, A. Dunlap, A. Gilbert, L. Monroe, V. White, J. White, D. Whitaker, K. Whitley, R. Williams</p>	<p>04/02/2026</p>		

receiving departmentalized support to increase overall student achievement by 10%.					
	<p>[A 1.2.2] Instructional Coach & Site Based Content Lead</p> <p>The district ELA instructional coach and site-based content lead will provide content coaching and in class support for teachers as needed, and whole PD when indicated for teachers throughout the year.</p>	Principal Haywood, G. Long, L.Monroe	04/02/2026		
	<p>[A 1.2.3] COMPREHENSIVE PROFESSIONAL DEVELOPMENT AND MENTORING FOR INSTRUCTIONAL EXCELLENCE</p> <p>Provide ongoing, multi-format professional development opportunities—including school-based, district-based, web-based, local, and out-of-town sessions—aligned with Tennessee State Standards for all instructional staff, including the Instructional Leadership Team, principal, assistant principal, PLC coach, Instructional Facilitator, Optional School Coordinator, teachers, and support staff. Additionally, implement monthly mentoring sessions for new teachers and offer year-long training and support in educational software platforms such as Pear to enhance student enrichment activities and instructional effectiveness</p>	Principal Haywood	06/30/2026		
	<p>[A 1.2.4] PARENT TRAININGS/WORKSHOPS</p> <p>Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to state standards and how to access supplementary materials to use at home. Parents will be provided with resources, materials and supplies.</p>	Principal Haywood, G. Long	04/02/2026		
	<p>[A 1.2.5] Complete District Required ELA Professional Development Training</p> <p>The district will provide teachers with the opportunity to study, practice and receive critical feedback. All classroom teachers throughout the district are required to earn professional</p>	Principal Haywood, G. Long, C. Carpenter	04/02/2026		

	<p>development hours throughout the school year. Teachers will need 64 professional learning hours for the 2025-2026 school year. These hours are broken down into four components: District Learning Days, school-based, network and choice. These PD opportunities can include, but are not limited to training on understanding, interpreting and delivery ELA standards utilizing the My Perspective curriculum.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator ** Implementation**</p> <ul style="list-style-type: none"> * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports <p>** Effectiveness **</p> <ul style="list-style-type: none"> * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of 	<p>[A 1.3.1] RTI2 INTERVENTION Identification of Tier II and III students by utilizing a formative assessment tool to identify students below 10% in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked three times a year. Interventions provided for students are adjusted according to deficit/student mastery,</p>	<p>Principal Haywood, J. Morton</p>	<p>05/13/2026</p>		

<p>teachers are implementing the RT12 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring.</p> <p>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
	<p>[A 1.3.2] INCENTIVE- ELA CMS will provide incentives for students scoring On-Track/Mastery on ELA Assessments, as well as those showing at least a 20% improvement from the last assessment. Incentives will also be provided to students improving at least 20% on iReady.</p>	<p>Principal Haywood, F. Brewer, G. Demitrias, A. Dunlap, A. Gilbert, L. Monroe, J. Morton, V. White, J. White, D. Whitaker, K. Whitley, R. Williams</p>	<p>05/21/2026</p>		
	<p>[A 1.3.3] TARGETED EXTENDED LEARNING OPPORTUNITIES FOR STUDENT ACHIEVEMENT Provide additional instructional support for students enrolled in ELA courses, with a focused emphasis on the Economically Disadvantaged (ED) subgroup. Support will be delivered through structured after-school tutoring sessions and three-hour Saturday School programs held on selected Saturdays from January 2026 through April 11, 2026, to reinforce academic skills and promote student success</p>	<p>Principal Haywood</p>	<p>04/11/2026</p>	<p>Fund 1, Fund 12</p>	
	<p>[A 1.3.4] PEAR IMPLEMENTATION Pear utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and skills for homework to reinforce knowledge. The software will be utilized by students and teachers to continue progress made through its use the start of the ear benchmark diagnostic assessment in narrowing the deficiencies in ELA of our students. Teachers,</p>	<p>Principal Haywood, G. Long, F. Brewer, G. Demitrias, A. Dunlap, A. Gilbert, L. Monroe, V. White, J.</p>	<p>04/10/2026</p>		

	educational assistants and interventionists will provide targeted interventions that focus on all sub-groups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	White, D. Whitaker, K. Whitley, R. Williams			
--	--	--	--	--	--

[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
 By May 2026, Craigmont Middle School will increase the percentage of students in grades 6–8 scoring On-Track/Mastery in Math from 20.6% in 2024 to 27.1%.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Schoolwide Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly School-wide Math Common Formative Assessments</p>	<p>[A 2.1.1] Support Rich Learning Environments Students and teachers will be provided with additional materials, personnel, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups.</p>	Principal Haywood, G. Long & D. Davenport	05/01/2026	Fund 1, Fund 12	

<ul style="list-style-type: none"> * Weekly information observation tool and rubric * Quarterly Formal Observation Tools * Quarterly Data Dig Minutes * Weekly lesson plans * Quarterly student work samples * Daily exit tickets <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly School-wide Math Common Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly information 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. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessment with a score of 80% or higher. * Weekly lessons plan checks will reflect that 100% of teachers are on track with following the 					
--	--	--	--	--	--

<p>curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% of higher.</p>					
	<p>[A 2.1.2] Use of Common Formative Assessments to Measure Student Progress Grade level/content specific common assessments created by school personnel.</p>	<p>C. Broome, G. Demitrias, A. Dunlap, J. Garner, L. Haywood, T. Jefferson, T. Perry, J. White, R. Williams, K. Wirt</p>	<p>04/01/2026</p>		
	<p>[A 2.1.3] Conduct Weekly Collaborative Planning Meetings Teachers will meet in content level PLCs to analyze standards and assessments. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	<p>C. Broome, G. Demitrias, A. Dunlap, J. Garner, L. Haywood, T. Jefferson, T. Perry, J. White, R. Williams, K. Wirt</p>	<p>05/01/2026</p>		
	<p>[A 2.1.4] Provide technology to enhance Math instruction ** **In order to provide rigorous instruction, technology will be provided to the student and teachers. Both will utilize interactive whiteboards in the classrooms and computer learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided access to printing & copying equipment that prints and/or copies lesson plans, instructional materials and intervention/enrichment materials for student achievement, as needed. Student will be provided access to computer technology to engage in research, instructional learning programs and</p>	<p>Principal Haywood, G. Long, C. Carpenter</p>	<p>04/30/2026</p>	<p>Funds: 1, 12 ; ISM Grant</p>	

	interactive academic practice supplementary to instruction while at home or school. Document cameras will be available to teachers as a visual aid for daily instruction. Teachers and students will be provided with software and computer applications that promote student engagement. The Pear Platform will be provided.				
	[A 2.1.5] Differentiated Instruction - Algebra I offered Selected students (based on pre-test) will be afforded the opportunity to enhance learning by enrolling in Algebra I	L.Haywood	05/22/2026		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly professional development agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes <p>**Effectiveness**</p>	<p>[A 2.2.1] Professional Learning Community Meetings ** **Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.</p>	C. Broome, G. Demitrias, A. Dunlap, J. Garner, L. Haywood, T. Jefferson, T. Perry, J. White, R. Williams, K. Wirt	04/30/2026		

<p>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p> <p>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%</p> <p>* Bi-weekly admin meetings will monitor classroom observation that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p>					
	<p>[A 2.2.2] Instructional Coach & Site Based Content Lead The district Math instructional coach and site-based content lead will provide content coaching and in class support for teachers as needed, and whole PD when indicated for teachers throughout the year.</p>	Principal Haywood, C. Broome	04/01/2026		
	<p>[A 2.2.3] COMPREHENSIVE PROFESSIONAL DEVELOPMENT AND MENTORING FOR INSTRUCTIONAL EXCELLENCE Provide ongoing, multi-format professional development opportunities—including school-based, district-based, web-based, local, and out-of-town sessions—aligned with Tennessee State Standards for all instructional staff, including the Instructional Leadership Team, principal, assistant principal, PLC coach, Instructional Facilitator, Optional School Coordinator, teachers, and support staff. Additionally, implement monthly mentoring sessions for new teachers and offer year-long training and support in educational software platforms such as Pear to enhance</p>	Principal Haywood	06/30/2026	Fund 1	

	student enrichment activities and instructional effectiveness				
	<p>[A 2.2.4] PARENT TRAININGS/WORKSHOPS Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to state standards and how to access supplementary materials to use at home. Parents will be provided with resources, materials and supplies.</p>	Principal Haywood, G. Long	04/02/2026	Funds 1 & 12	
	<p>[A 2.2.5] Complete District Required Math Professional Development Training ** **The district will provide teachers with the opportunity to study, practice and receive critical feedback. All classroom teachers throughout the district are required to earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 2025-2026 school year. These hours are broken down into four components: District Learning Days, school-based, network and choice. These PD opportunities can include, but are not limited to training on t understanding, interpreting and delivery Math standards utilizing the iReady curriculum.</p>	Principal Haywood, G.Long, C.Carpenter	04/02/2026		
<p>[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <p>* Bi-weekly progress monitoring data</p>	<p>[A 2.3.1] INCENTIVE - MATH CMS will provide incentives for students scoring On-Track/Mastery on Math Assessments, as well as those showing at least a 20% improvement from the last assessment. Incentives will also be provided to students improving at least 20% on iReady.</p>	C.Broome, G. Demitrias, A. Dunlap, J. Garner, L.Haywood, T. Jefferson, J.Morton, T. Perry, J.White, R.Williams, K.Wirt	05/13/2026		

<ul style="list-style-type: none"> * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of teachers are implementing the RT12 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 					
	<p>[A 2.3.2] TARGETED EXTENDED LEARNING OPPORTUNITIES FOR STUDENT ACHIEVEMENT</p> <p>Provide additional instructional support for students enrolled in Math courses, with a focused emphasis on the Economically Disadvantaged (ED) subgroup. Support will be delivered through structured after-school tutoring sessions and three-hour Saturday School programs held on selected Saturdays from January 2026 through April 11, 2026, to reinforce academic skills and promote student success</p>	L. Haywood	04/11/2026	Fund 1	
	<p>[A 2.3.3] PEAR IMPLEMENTATION</p> <p>Pear utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and skills for homework to reinforce knowledge. The software will be utilized by</p>	C.Broome, G. Demitrias, A. Dunlap, J. Garner, L.Haywood, T.	05/15/2026	Funds 1, 12	

	<p>students and teachers to continue progress made through its use the start of the year benchmark diagnostic assessment in narrowing the deficiencies in Math of our students. Teachers, educational assistants and interventionists will provide targeted interventions that focus on all sub-groups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.</p>	<p>Jefferson, T. Perry, J.White, R.Williams, K.Wirt</p>			
	<p>[A 2.3.4] RTI2 INTERVENTION Identification of Tier II and III students by utilizing a formative assessment tool to identify students below 10% in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked three times a year. Interventions provided for students are adjusted according to deficit/student mastery,</p>	<p>L. Haywood, J. Morton</p>	<p>05/13/2026</p>		

[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 and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure

Craigmont Middle School will attain an Attendance Rate of 96% for 25-26, up from 95.6% for 24-25 and a chronic absenteeism rate of below 9.5% in 25-26 which is an improvement from 10.1% in 24-25.

Interventions and supports will be measured using the following:

- * Power BI Data (Greatness Starts with Showing Up Attendance Report)
- * PowerSchool Data
- * SART documentation for at-risk students

* Chronically Absent Report * Discipline Report					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* 20-day attendance reports * 20-day behavior reports * 20-day suspension report</p> <p>**Effectiveness**</p> <p>* 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.</p> <p>* 20-day behavior reports will reflect a 10% decrease in the number of student infractions.</p>	<p>[A 3.1.1] ATTENDANCE & DISCIPLINE TEAM ** **Utilize attendance and discipline team to establish and implement behavior interventions with progress monitoring while providing student incentives and supports through the use of SEL and RTI2-B.</p>	<p>C.Berry, D. Cochran, T.Harris, S. Jones, Jonhson</p>	<p>05/22/2026</p>		
	<p>[A 3.1.2] INTERVENTION FOR STRUGGLING STUDENTS ** **Intervention program (after school, Saturday</p>	<p>L Haywood, C. Berry</p>	<p>05/01/2026</p>		

	School and summer sessions) to encourage positive and safe behavior and improved attendance among students.				
	[A 3.1.3] TARGETED MOTIVATIONAL TOOLS ** **CMS will provide incentives for good and improved attendance and behavior including, but not limited to certificates, ribbons, small trophies, medals, field trips or instructional related items to be used in the classroom	C.Berry, S.Johnson, S.Jones, T. Harris	05/01/2026	Fund 1	
[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** * Semesterly RTI2-B data training, agenda and minutes ** ** **Effectiveness** Monthly RTI2-B data teams meetings will result in 10% decrease in student infractions.	[A 3.2.1] RTI2B Ongoing professional development will be provided throughout the school year, including regular updates on RTI ² -B practices. School-based counselors and the RTI ² -B Specialist will collaborate to keep the administration informed about the implementation of best practices.	S. Johnson, S. Jones, T. Harris & M. Hodge	06/30/2026	Fund 1, Fund 12	
[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**	[A 3.3.1] PARENT TRAININGS/WORKSHOPS ** **Provide parents with access to standards, strategies, and processes to improve their child's attendance, discipline and academic success. Parents will be provided with resources, materials and supplies.	L. Haywood, G. Long, C. Carpenter	06/30/2026	Funds 1 & 12	

<ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes * Annual Title I Parent Meeting <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester * Quarterly parent meetings will result in an increase in participation by at least 10% * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. * Annual Title I Parent Meeting will result in an increase in participation by at least 15% from previous year 					
	<p>[A 3.3.2] SUPPORT RICH LEARNING ENVIRONMENTS</p> <p>** **Parents and guardians will be provided with additional materials, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for parent trainings/workshops/meetings to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups*</p>	<p>L. Haywood, G. Long</p>	<p>06/30/2026</p>	<p>Funds 1 & 12</p>	
	<p>[A 3.3.3] IMPLEMENTATION OF A FEEDER PATTERN LEADERSHIP ADVISORY COUNCIL</p> <p>Establish a feeder pattern leadership advisory council to include parents, students, community leaders, school administrators, teachers and support staff from the school's in Craigmont Middle School's feeder pattern (Brownsville Road, Raleigh Bartlett Meadows and Craigmont High School).</p>	<p>L. Haywood</p>	<p>07/30/2026</p>	<p>Funds 1 & 12</p>	

	The objective is to strengthen collaboration and alignment across schools within the feeder pattern by engaging families, community stakeholders and school leaders in shared decision-making and strategic planning.				
--	---	--	--	--	--