

Parkway Village Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 24, 2025 02:26 PM CDT

**[G 1] Reading/Language Arts**

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

**Performance Measure**

By May 2026, 25% of students at Parkway Village Elementary School in grades 3-5 will be proficient on ELA TCAP from 18.6% in 2023-24.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Person Responsible                                                                                                                                  | Estimated Completion Date | Funding Source | Notes |
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| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"><li>o Informal Observation Tool and rubric</li><li>o Analyze and annotate weekly lesson plans</li><li>o Drop Everything and Write Calendar with rubric (daily)</li></ul> <p><b>**Effectiveness**</b></p> | <p><b>[A 1.1.1] Formal and Informal Walkthroughs</b><br/>Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Wonders Curriculum, Project Based Learning, and Ready reading daily in whole and small group instruction with 3-5 grade students. In addition, the district provided lesson plans will be used to support the implementation of standards aligned instruction. We as a school will follow the district professional learning guide. For the month of August-September the look for focus is the Gradual Release and strategies to engage students during Tier I instruction as well as the progression of standards. This will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. During the months of October-December the focus will be on academic vocabulary strategies and planning with</p> | Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Hajar Nelson, Assistant Principal, Albert Means, Principal, Camillia Moore, Asst. Principal | 05/22/2026                | SBB, Title I   |       |

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| <p>o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional phase identified by the walkthrough rubric, resulting in teacher effectiveness scores of 3 or better.</p> <p>o Weekly lesson plan collaboration meetings 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 Drop Everything and write will reflect at least 75% of students showing 80% of writing progression over time.</p> | <p>the end in mind. January through March the focus will be engaging with technology, small group instruction and classroom equity. We will also purchase supplemental materials to ensure that teachers have adequate resources to deliver standards aligned instruction effectively such as writing journals, anchor charts, workbooks etc.. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction and provide immediate feedback to improve instructional practice through a weekly observation and feedback cycle. This will be supported by the ILT team and district protocols for a literacy rich environment will be used. A stipend will be provided for members of Instructional Leadership Team.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                     |            |                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>[A 1.1.2] Provide Weekly and Bi-Weekly Professional Learning Community (PLC) meeting</b></p> <p>Teachers and administration teams will meet in weekly Professional Learning Community meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss the instructional framework, lesson planning, and assessment data which leads to three types of PLC meetings: Collaborative Planning, Professional Development, Data and Deliberate Practice. ESL and SPED teachers will meet in weekly Professional Learning Communities along with their grade band. Parkway Village will conduct bi-weekly data meetings in order to differentiate classroom instruction to meet the needs of students. These meetings will be designed Data meetings to include structured time for data analysis that supports planning for subgroup support. The professional community meetings consist of all teachers as well as grade level assistants collaboratively planning, disaggregating assessment data for all students that they serve. Teachers will look for trends in the data to determine how to best provide scaffolds for</p> | <p>Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Demetria Greer, Instructional Facilitator and Kayla Pyron, Instructional Facilitator</p> | 05/22/2026 | SBB and Title I |  |

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|                                                                                                                                                                                                                                                                                                                 | <p>their students and how to improve instruction. Data meetings include looking at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessments. In addition, specialized educational assistants will collect bi-weekly data on student improvement in sight word and reading fluency. This data will be shared and used for goal setting for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                         |            |                 |  |
|                                                                                                                                                                                                                                                                                                                 | <p><b>[A 1.1.3] Utilize Support Tools for Fluency, Vocabulary and Comprehension</b><br/> Grade level teachers, ESL teachers, and SPED teachers in grades K-5 will utilize I-Ready and Study Island as well as Wonders curriculum materials to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension on I-Ready. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress using a student data folders and teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. The students will also be provided with resources to place in their Resource binders that support fluency, vocabulary strategies as well as comprehension strategies. Teachers and SEAs will meet with PLC coaches to analyze the data each month.</p> | <p>Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Kayla Pyron, Instructional Facilitator and Hajar Nelson, Asst. Principal</p> | 08/27/2025 | SBB and Title I |  |
| <p><b>[S 1.2] Professional Development</b><br/> 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</p> | <p><b>[A 1.2.1] Attend local and out of town professional development</b><br/> Teachers at Parkway Village Elementary are in their second year transition of the district approved ELA balanced literacy program and curriculum through Wonders. Professional development will</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Demetria</p>                                                                 | 05/23/2025 | SBB and Title I |  |

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| <p>students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Bi-Weekly Data Dig Minutes</li> <li>o Weekly informal Walkthroughs</li> <li>o Weekly PLC meeting minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>o Biweekly data dig minutes will show at least 75% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> <li>o Weekly informal walkthroughs to indicate that 100% of teachers are implementing strategies and instructional moves shared during professional development to increase student achievement by 50%.</li> <li>o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> </ul> | <p>continue to be provided for teachers on the implementation of the various components of the literacy program. We will also provide opportunities for teachers to engage in professional development that develops their teaching and engagement strategies. Professional development opportunities for project based learning will provide extensive, individualized coaching from experienced Project Based Learning Consultants on a needs basis to helps teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model each semester. The purpose of this training is to provide a foundation for developing a project based learning cycle that incorporates the state standards and implements a cycle of learning with a culminating activity. . Technology integration and blended learning will be used as students complete PBL projects to research and create. The integration of technology and blended learning will be supported by our trained blended learning teacher team offering a session each semester as needed to support the learning needs of the teachers that are creating Project Based Learning units for their grade.</p> <p>Out of town professional learning opportunities will be offered for leaders and teachers on coaching strategies, classroom and engagement strategies as well as standards based learning.</p> | <p>Greer, Instructional Facilitator and Kayla Pyron, Instructional Facilitator, Tempestt Douglass, Teacher, George Ross, Teacher, Jamaysha Bernard, Teacher and Kera Jenious, Teacher</p> |            |                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 1.2.2] Monthly Professional Development</b><br/>Providing monthly professional development for teachers is a strategic approach to fostering continuous growth and enhancing instructional practices. Each month, educators engage in focused sessions designed to address current trends, emerging pedagogical strategies, and evolving educational technologies. These sessions may include workshops, collaborative learning communities, or expert-led seminars, all tailored to meet the diverse needs of teachers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Demetria Greer, Instructional Facilitator and Kayla Pyron, Instructional Facilitator</p>                                       | 05/23/2025 | SBB and Title I |  |

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|  | <p>The professional development program aims to support teachers in refining their skills, staying updated with educational research, and implementing innovative techniques in the classroom. By offering regular opportunities for learning and reflection, the program ensures that educators are well-equipped to adapt to changing educational landscapes, ultimately leading to improved student outcomes and a more dynamic learning environment.</p> <p>Additionally, monthly professional development encourages a culture of continuous improvement and collegial support. Teachers have the chance to share insights, collaborate on best practices, and address challenges collectively, fostering a sense of community and mutual growth within the educational institution.</p> <p>Some examples of professional development focus geared for Parkway Village are: technology based engagement platforms, ELL &amp; SPED scaffolds, differentiation and support for ESL, SPED and classroom teachers.</p> |                                                                                                                                                                |            |                 |  |
|  | <p><b>[A 1.2.3] Collaborative Planning</b><br/> Collaborative planning for teachers is a dynamic and inclusive approach where educators work together to design and refine instructional strategies, lesson plans, and assessments. At Parkway Village this collaborative process involves weekly planning sessions where content area coaches, teachers and assistants from the same grade level, and subject area come together to share expertise, exchange ideas, and align their teaching practices to plan for the upcoming week.</p> <p>The goal of collaborative planning is to enhance the overall effectiveness of instruction by leveraging the collective knowledge and experience of the teaching team. During these sessions, Parkway Village educators can discuss curriculum goals, review student data, develop</p>                                                                                                                                                                                    | Sheila Carson,<br>PLC Coach,<br>Antionette Taylor, PLC Coach,<br>Demetria Greer,<br>Instructional Facilitator and<br>Kayla Pyron,<br>Instructional Facilitator | 05/22/2026 | SBB and Title I |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>cohesive lesson plans, and create engaging and rigorous learning experiences that meet the diverse student needs.</p> <p>By engaging in collaborative planning, teachers benefit from a shared sense of responsibility and support. This approach fosters a professional learning community where ideas are vetted and refined through peer feedback, promoting consistency across classrooms while allowing for innovative and varied teaching approaches. It also enables teachers to address challenges collectively, share successful strategies, and ensure that all students have access to high-quality instruction.</p> <p>Ultimately, collaborative planning helps build a cohesive educational environment where teachers are empowered to improve their practice, enhance student learning outcomes, and strengthen their professional relationships.</p>                                                                                                                |                                                                                            |                   |                        |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Monthly progress monitoring data</li> <li>o Quarterly benchmark assessments (iReady)</li> <li>o Monthly fidelity checks</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> </ul> | <p><b>[A 1.3.1] Implement Response to Intervention and Instruction</b><br/>Parkway Village Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student daily. The amount of time provided to each student daily will be based on their identified Tier which will range from 30-45 minutes daily through direct instruction and computer-based instruction. Interventionist will provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 interventions in ELA. Students will receive 30-45 minutes of the small group intervention on foundational skills either two days per week or three days per week based on their identified tiers. Master schedules have been designed for a universal K-2 intervention time as well as a 3-5 intervention time.</p> <p>Key to RTI2 is the use of ongoing assessment data</p> | <p>Tomeka Sparks, MTSS Lead, Hajar Nelson, Asst. Principal and Albert Means, Principal</p> | <p>05/22/2026</p> | <p>SBB and Title I</p> |  |

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| <p>o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>o Monthly fidelity checks will reflect that 100% of teachers and staff are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> | <p>to guide instruction and intervention. Teachers and SEAs along with the lead RTI interventionist will regularly collect and analyze data on student performance to identify those who need additional support and to evaluate the effectiveness of interventions.</p> <p>Implementing RTI2 involves collaboration among teachers, specialists, and sometimes parents. Teachers along with the lead RTI2 interventionist (MTSS Lead) will work together to design and refine interventions, share insights, and track student progress. Monthly meetings will be held with all teachers, admins, and assistants to discuss progress monitoring.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                            |            |                 |  |
|                                                                                                                                                                                                                                                                                                                                                              | <p><b>[A 1.3.2] Targeted computer-based lessons</b><br/>Educators at Parkway Village Elementary will integrate targeted computer-based I-Ready lessons that are personalized, adaptive instructional resources designed to meet the individual learning needs of students. I-Ready, will integrate both diagnostic assessments and individualized lessons to support student growth in reading.</p> <p>I-Ready promotes adaptive learning because it is**<br/>***tailored to each student's proficiency level. The computer-based lessons provide personalized learning experiences, addressing each student's unique learning gaps and helping to reinforce concepts at an appropriate pace. This personalized approach helps students build confidence and competence in areas where they may struggle, while also advancing their understanding of grade-level content.</p> <p>Teachers and school leaders of Parkway Village will benefit from detailed reports and analytics provided by I-Ready and Accelerated Reader. These insights offer a clear view of student progress, performance trends, and areas needing further intervention or enrichment. This data will help our educators make informed decisions about</p> | <p>Tomeka Sparks, MTSS Lead, Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Camillia Moore, Asst. Principal and Hajar Nelson, Asst. Principal</p> | 05/22/2026 | SBB and Title I |  |

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|  | <p>instruction and intervention strategies.</p> <p>I-Ready and Accelerated Reader lesson times will be crafted in lessons throughout the week within reading classes and computer and library support time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                    |            |                 |  |
|  | <p><b>[A 1.3.3] Implement intentional teacher-led small group instruction</b></p> <p>At Parkway Village, intentional small group instruction is a targeted teaching approach where educators work with a small group of students to address specific learning needs and goals. This method is designed to provide personalized support and enhance student learning through focused, interactive sessions. Here's an overview of how intentional small group instruction operates and its benefits:</p> <p>In intentional small group instruction, the teacher will identify clear, specific learning objectives based on student needs, assessment data, and curriculum goals. These objectives guide the planning and execution of lessons, ensuring that each session addresses the particular skills or concepts that the students in the group need to develop.</p> <p>This small group instruction will allow teachers to provide a high degree of personalization. Teachers can tailor their instruction to meet the diverse needs of each student within the group. This might include providing additional practice, offering alternative explanations, or using different teaching strategies to help students grasp difficult concepts.</p> <p>These small group settings will help facilitate interactive learning experiences. Students will have more opportunities to participate actively, ask questions, and engage in discussions. This increased interaction can lead to a deeper understanding of the material and help students develop critical thinking and problem-solving skills.</p> | <p>Hajar Nelson, Asst. Principal,<br/>Sheila Carson, PLC Coach,<br/>Antionette Taylor, PLC Coach,<br/>Demetria Greer, Instructional Facilitator and<br/>Kayla Pyron, Instructional Facilitator</p> | 05/22/2026 | SBB and Title I |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>With fewer students in the group, teachers will be able provide more immediate and individualized feedback. This timely feedback helps students understand their mistakes, refine their understanding, and make necessary adjustments to their learning strategies.</p> <p>The smaller group size often leads to a more focused and engaging learning environment. Students will be more likely to stay engaged and motivated when they receive personalized attention and participate in interactive activities designed to meet their needs.</p> <p>This Intentional small group instruction will allow teachers and SEAs or assistants to build stronger relationships with students. The closer interaction helps educators understand each student's unique strengths, challenges, and learning preferences, fostering a supportive and trusting learning environment.</p>                              |                                                              |            |                 |  |
| <p><b>[S 1.4] Focus on Foundational Literacy</b><br/>Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Biweekly tracker of decodable and high frequency words.</li> <li>o Weekly informal phonics instruction walkthrough with rubric</li> </ul> | <p><b>[A 1.4.1] Professional Development</b><br/>Providing monthly professional development for teachers and SEAS is a strategic approach to fostering continuous growth and enhancing instructional practices. Each month, educators engage in focused sessions designed to address current trends, emerging pedagogical strategies, and evolving educational technologies. These sessions may include workshops, collaborative learning communities, or expert-led seminars, all tailored to meet the diverse needs of teachers. These professional learning sessions may be held during PLCs or after school tailored to meet the needs of foundational skills.</p> <p>The professional development program aims to support teachers in refining their skills, staying updated with educational research, and implementing innovative techniques in the classroom. By offering regular opportunities for</p> | Hajar Nelson, Asst. Principal, and Sheila Carson, PLC Coach, | 05/22/2026 | SBB and Title I |  |

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| <p><b>**Effectiveness**</b></p> <p>o Biweekly monitor tracker will show that 70% of students are mastering decodable and high frequency words because of daily instruction.</p> <p>o Weekly phonics instruction will result in 50% of students mastering phonics resulting in 80% of students reading on grade level by 2nd grade.</p> | <p>learning and reflection, the program ensures that educators are well-equipped to adapt to changing educational landscapes, ultimately leading to improved student outcomes and a more dynamic learning environment.</p> <p>Additionally, monthly professional development encourages a culture of continuous improvement and collegial support. Teachers have the chance to share insights, collaborate on best practices, and address challenges collectively, fostering a sense of community and mutual growth within the educational institution.</p> <p>Some examples of professional development focus geared for Parkway Village are: integrating digital curriculum platforms, ELL &amp; SPED scaffolds and support for ESL, SPED and classroom teachers.</p>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |                   |                        |  |
|                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 1.4.2] Foundational Literacy Support</b></p> <p>To strengthen foundational literacy instruction in grades K–2, teachers and Specialized Educational Assistants will receive targeted instructional support focused on evidence-based practices aligned with the Science of Reading. This support will ensure the consistent implementation of a Structured Literacy Approach, emphasizing explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Educators will be equipped with high-quality instructional programs and materials that reflect current research and best practices.</p> <p>Daily small group instruction will be a core component of literacy instruction. Teachers and SEAs will use student data to form flexible groups based on skill level, allowing for targeted support in decoding, sight word recognition, and oral reading fluency. These groups will be adjusted regularly to reflect student progress and evolving needs.</p> <p>To build oral language and comprehension, interactive read-alouds will be modeled and</p> | <p>Hajar Nelson, Asst. Principal, Sheila Carson, PLC Coach, Antionette Taylor, PLC Coach, Kayla Pyron, Instructional Facilitator</p> | <p>05/22/2026</p> | <p>SBB and Title I</p> |  |

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|  | <p>practiced. Teachers and SEAs will learn how to use these read-alouds to demonstrate fluent reading and engage students in meaningful discussions that expand vocabulary and deepen understanding.</p> <p>Writing integration will also be emphasized, with daily opportunities for students to connect reading and writing. Educators will use sentence stems, graphic organizers, and scaffolded writing tasks to support early writers in expressing their ideas and building literacy skills.</p> <p>In addition, classrooms will incorporate literacy centers that provide engaging, skill-based activities for independent practice. These centers will rotate regularly and reinforce key literacy components such as phonics, vocabulary, and comprehension. SEAs will be trained to manage and support students within these centers, ensuring productive and purposeful learning.</p> <p>To build instructional capacity, all K–2 teachers and SEAs will participate in ongoing professional development focused on the Science of Reading. Instructional facilitators and PLC coaches will provide modeling, opportunities for deliberate practice, and feedback to ensure high-quality implementation. This collaborative approach will empower educators to deliver effective literacy instruction and respond to student needs with confidence and skill.</p> |                                                                                                                                              |            |                 |  |
|  | <p><b>[A 1.4.3] Small Groups Training for SEAs</b><br/>To effectively support foundational literacy development in small group settings, Specialized Educational Assistants will be trained to implement a structured, data-informed approach. Students are grouped based on literacy screening and progress monitoring tools such as iReady. These groupings are flexible and updated regularly to reflect each student’s evolving needs and performance.</p> <p>Each small group session will focus on specific</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Hajar Nelson, Asst. Principal,<br/>Sheila Carson, PLC Coach,<br/>Antionette Taylor, PLC Coach, Kayla Pyron, Instructional Facilitator</p> | 05/22/2026 | SBB and Title I |  |

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|  | <p>foundational literacy skills. These include phonemic awareness, phonics and decoding, sight word recognition, oral reading fluency, vocabulary development, and comprehension strategies. SEAs will be equipped with instructional techniques and materials tailored to each skill area, ensuring that students receive targeted support aligned with their current literacy level.</p> <p>Small group instruction is embedded into the daily literacy block, where students rotate through various stations. These include teacher-led instruction, independent literacy centers, and technology-based practice. SEAs play a critical role in facilitating these rotations, maintaining engagement, and providing individualized support.</p> <p>Instruction is delivered within a tiered support framework. Tier 1 includes differentiated small group instruction for all students. Tier 2 provides additional support for those slightly below grade level, while Tier 3 offers intensive intervention for students significantly behind. SEAs will be trained to recognize indicators of student progress and collaborate with teachers to adjust instructional strategies accordingly.</p> <p>Progress monitoring is a key component of the initiative. SEAs will assist in administering quick assessments weekly or bi-weekly and use the results to inform instructional decisions. They will also participate in professional learning communities (PLCs), where they will collaborate with teachers and , PLC Coaches, and instructional facilitators to analyze data, share strategies, and refine practices.</p> <p>Family engagement is also emphasized. SEAs will support communication efforts by helping prepare progress updates and take-home materials that reinforce literacy skills. They may also assist during family literacy events and workshops.</p> |  |  |  |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The expected outcomes of this initiative include increased proficiency in foundational literacy skills, a reduction in the number of students requiring intensive intervention, and improved student confidence and engagement in reading. Through consistent training and collaboration, SEAs will be empowered to make a meaningful impact on early literacy development.                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                            |                           |                 |       |
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| <p><b>[G 2] Mathematics</b><br/> 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.</p> <p><b>Performance Measure</b><br/> By May 2026, 35% of students at Parkway Village Elementary School in grades 3-5 will be proficient on the Math TCAP assessment from 22.7% in 2023-24.</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                            |                           |                 |       |
| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Person Responsible                                                                                                                                                                         | Estimated Completion Date | Funding Source  | Notes |
| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/> 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><b>Benchmark Indicator</b><br/> **Implementation**</p> <p>o School based biweekly Common Assessments</p>                                                                                                                                                                                                                                                                                                                                     | <p><b>[A 2.1.1] Formal and informal walkthroughs for Standards Aligned Instruction</b><br/> Grade level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Envision Math and the district math pacing guide along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice. A</p> | Albert Means (Principal),<br>Sheila Carson (PLC Coach),<br>Antionette Taylor (PLC Coach),<br>Kayla Pyron (Instructional Coach),<br>Demetria Greer (Instructional Coach),<br>Camillia Moore | 05/15/2026                | SBB and Title I |       |

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| <ul style="list-style-type: none"> <li>o Weekly Informal Observation Tool and rubric</li> <li>o Quarterly Formal Observation Tool</li> <li>o Weekly lesson plans</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>o School Based Common Assessments will reflect at least 75% of students scoring 80% or better.</li> <li>o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the high impact strategies identified by the rubric, resulting in teacher effectiveness scores of 3 or better.</li> <li>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.</li> </ul> | <p>stipend each semester will be provided for members of Instructional Leadership Team.</p> <p>The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observations. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place quarterly based on the teacher's observation protocols of two times or four times per year. Members of the ILT team and administrative team will conduct the weekly informal observation cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the math instruction including ESL and SPED. Recommendations for professional development, cycles of development, and additional targeted support will be determined based on the results.</p> | <p>(Asst. Principal),<br/>Hajar Nelson<br/>(Asst. Principal)</p>                                                                                                                                                                  |            |                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>[A 2.1.2] Conduct Weekly Professional Learning Community (PLC) meetings</b></p> <p>Teachers and administration teams will meet in weekly Professional Learning Community meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss high impact strategies, instructional planning, and assessment data which leads to three types of PLC meetings: Collaborative Planning, Professional Development, Data and Deliberate Practice. ESL, Specialized Education Assistants, and SPED teachers will also meet with their instructional team in weekly Professional Learning Communities. Parkway Village will conduct bi-weekly data</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Albert Means<br/>(Principal),<br/>Sheila Carson<br/>(PLC Coach),<br/>Antionette Taylor<br/>(PLC Coach), Kayla Pyron<br/>(Instructional Coach),<br/>Demetria Greer<br/>(Instructional Coach),<br/>Camillia Moore<br/>(Asst.</p> | 05/15/2026 | SBB and Title I |  |

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|  | <p>meetings in order to differentiate classroom instruction to meet the needs of students. The Data meetings consist of all teachers collaboratively planning, disaggregating assessment data for all students that they serve. Teacher will look for trends in the data to determine how to best provide scaffolds for those students and how to improve instruction. Data meetings include looking at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessments. In additions, specialized educational assistants will collect bi-weekly data on student improvement in sight word and reading fluency. This data will be shared and used for goal setting for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Principal),<br>Hajar Nelson<br>(Asst.<br>Principal)                                                                                                               |            |                 |  |
|  | <p><b>[A 2.1.3] Integrate Fluency Based Activities</b><br/>Fluency-based activities in math are designed to build students' speed and accuracy in basic mathematical operations, which are essential for higher-level problem-solving and overall achievement. These activities focus on reinforcing fundamental math skills through engaging, repetitive practice and application.</p> <p>Parkway Village will integrate these fluency-based activities to reinforce automaticity and fluency. Fluency-based activities target essential math skills such as addition, subtraction, multiplication, and division. By providing consistent practice, students develop a solid foundation and achieve quicker, more accurate responses in these core areas. Mastery of these basic operations is crucial for tackling more complex mathematical concepts and problems therefore allowing our students to become more efficient in achieving standard based mastery.</p> <p>Teachers will use assessments and progress monitoring tools to track students' improvement in math fluency. Regular assessments help identify areas where students may need additional support or practice. This data-driven approach allows for</p> | Classroom Teachers,<br>Sheila Carson (PLC Coach),<br>Antionette Taylor (PLC Coach),<br>Kayla Pyron (Instructional Coach),<br>Demetria Greer (Instructional Coach) | 04/10/2026 | SBB and Title I |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | targeted interventions and personalized instruction based on students' needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                              |            |                 |  |
| <p><b>[S 2.2] Professional Development</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Weekly Informal Observation Tool</li> <li>o Bi-Weekly Data Dig Minutes</li> <li>o Weekly PLC Minutes tracking professional development</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the strategies presented in professional development PLCs, resulting in teacher effectiveness scores of 3 or better.</li> <li>o Biweekly data dig minutes will show at least 75% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> <li>o Weekly PLCs will result in 100% of teachers receiving departmentalized support from to increase overall student achievement by 10%.</li> </ul> | <p><b>[A 2.2.1] Attend local and out of town professional development</b><br/>Teachers at Parkway Village Elementary have been using the the Math curriculum, Envisions, the ELA Curriculum, Wonders, and the Science curriculum, Savvas. Professional development will continue to be provided for teachers on the implementation of the various components of each of these curriculums. We will also provide opportunities for teachers to engage in professional development that develops their teaching and engagement strategies. Instructional strategy training provided by the district will be attended by the instructional coaches and redelivered to staff. Professional development opportunities for project-based learning will provide extensive, individualized coaching from experienced Project Based Learning Consultants to helps teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model each semester. The purpose of this training is to provide a foundation for developing a project-based learning cycle that incorporates the state standards and implements a cycle of learning with a culminating activity. Project Based Learning provides a network of educational leaders and schools to provide support on the implementation of Project Based Learning that can be accessed to support the planning and implementation of PBL each quarter. Technology integration and blended learning will be used as students complete PBL projects to research and create. The integration of technology and blended learning will be supported by technology team offering a session each semester to support the learning needs of the teachers that are creating Project Based Learning units for their grade.</p> <p>Out of town professional learning opportunities will be offered for leaders and teachers on coaching</p> | <p>Albert Means (Principal),<br/>Sheila Carson (PLC Coach),<br/>Antionette Taylor (PLC Coach),<br/>Kayla Pyron (Instructional Coach),<br/>Demetria Greer (Instructional Coach),<br/>Camillia Moore (Asst. Principal),<br/>Hajar Nelson (Asst. Principal)</p> | 04/10/2026 | SBB and Title I |  |

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|  | strategies, classroom and engagement strategies as well as standards based learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          |            |                 |  |
|  | <p><b>[A 2.2.2] Monthly School Based Professional Development</b></p> <p>Providing monthly professional development for teachers is a strategic approach to fostering continuous growth and enhancing instructional practices. Each month, educators engage in focused sessions designed to address current trends, emerging pedagogical strategies, and evolving educational technologies. These sessions may include workshops, deliberate practice, collaborative learning communities, or expert-led seminars. They will be tailored to meet the diverse needs of teachers.</p> <p>The professional development program aims to support teachers in refining their skills, staying updated with educational research, and implementing innovative techniques in the classroom. By offering regular opportunities for learning and reflection, the program ensures that educators are well-equipped to adapt to changing educational landscapes, ultimately leading to improved student outcomes and a more dynamic learning environment.</p> <p>Additionally, monthly professional development encourages a culture of continuous improvement and collegial support. Teachers have the chance to share insights, collaborate on best practices, and address challenges collectively, fostering a sense of community and mutual growth within the educational institution.</p> <p>Some examples of professional development focus geared for Parkway Village are: integrating digital curriculum platforms, ELL &amp; SPED scaffolds and support for ESL, SPED and classroom teachers.</p> <p>** **</p> | <p>Albert Means (Principal),<br/>Sheila Carson (PLC Coach),<br/>Antionette Taylor (PLC Coach), Kayla Pyron (Instructional Coach),<br/>Demetria Greer (Instructional Coach),<br/>Camillia Moore (Asst. Principal),<br/>Hajar Nelson (Asst. Principal)</p> | 04/10/2026 | SBB and Title I |  |

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|  | <p><b>[A 2.2.3] Collaborative Planning</b></p> <p>Collaborative planning for teachers is a dynamic and inclusive approach where educators work together to design and refine instructional strategies, lesson plans, and assessments. At Parkway Village this collaborative process involves weekly planning sessions where content area coaches, teachers, and specialized education assistants from the same grade level and subject area come together to share expertise, exchange ideas, and align their teaching practices to plan for the upcoming week.</p> <p>The goal of collaborative planning is to enhance the overall effectiveness of instruction by leveraging the collective knowledge and experience of the teaching team. During these sessions, Parkway Village educators can discuss curriculum goals, review student data, develop cohesive lesson plans, and create engaging and rigorous learning experiences that meet the diverse student needs.</p> <p>By engaging in collaborative planning, teachers benefit from a shared sense of responsibility and support. This approach fosters a professional learning community where ideas are vetted and refined through peer feedback, promoting consistency across classrooms while allowing for innovative and varied teaching approaches. It also enables teachers to address challenges collectively, share successful strategies, and ensure that all students have access to high-quality instruction.</p> <p>Ultimately, collaborative planning helps build a cohesive educational environment where teachers are empowered to improve their practice, enhance student learning outcomes, and strengthen their professional relationships.</p> | <p>Albert Means (Principal),<br/>Sheila Carson (PLC Coach),<br/>Antionette Taylor (PLC Coach), Kayla Pyron (Instructional Coach),<br/>Demetria Greer (Instructional Coach),<br/>Camillia Moore (Asst. Principal),<br/>Hajar Nelson (Asst. Principal)</p> | 05/15/2026 | SBB and Title I |  |
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| <p><b>[S 2.3] Targeted Interventions and Personalized Learning</b><br/>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><b>Benchmark Indicator</b><br/>Implementation</p> <ul style="list-style-type: none"> <li>o Monthly progress monitoring data</li> <li>o Monthly fidelity checks</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>o Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</li> </ul> | <p><b>[A 2.3.1] Implement Response to Intervention and Instruction</b><br/>Parkway Village Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student daily. The amount of time provided to each student daily will be based on their identified Tier which will range from 30-45 minutes daily through direct instruction and computer-based instruction. Interventionist will provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 interventions in Math. Students will receive 30-45 minutes of the small group intervention on foundational skills either two days per week or three days per week based on their identified tiers.</p> <p>Key to RTI2 is the use of ongoing assessment data to guide instruction and intervention. Teachers along with the lead RTI interventionist will regularly collect and analyze data on student performance to identify those who need additional support and to evaluate the effectiveness of interventions.</p> <p>Implementing RTI2 involves collaboration among teachers, specialists, and sometimes parents. Teachers along with the lead RTI2 interventionist will work together to design and refine interventions, share insights, and track student progress. Monthly meetings will be held to discuss progress monitoring.</p> | <p>Albert Means (Principal), Tomeka Sparks (RTI Interventionist), Hajar Nelson (Asst. Principal)</p>                          | <p>05/01/2026</p> | <p>SBB and Title I</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>[A 2.3.2] Targeted Computer Based Lessons</b><br/>Educators at Parkway Village Elementary will integrate targeted computer-based I-Ready lessons that are personalized, adaptive instructional resources designed to meet the individual learning needs of students.</p> <p>I-Ready, will integrate both diagnostic assessments and individualized lessons to support student growth in reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Albert Means (Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Pyron (Instructional Coach),</p> | <p>05/15/2026</p> | <p>SBB and Title I</p> |  |

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|  | <p>I-Ready promotes adaptive learning because it is tailored to each student's proficiency level. The computer-based lessons provide personalized learning experiences, addressing each student's unique learning gaps and helping to reinforce concepts at an appropriate pace. This personalized approach helps students build confidence and competence in areas where they may struggle, while also advancing their understanding of grade-level content.</p> <p>Teachers and school leaders of Parkway Village will benefit from detailed reports and analytics provided by I-Ready. These insights offer a clear view of student progress, performance trends, and areas needing further intervention or enrichment. This data will help our educators make informed decisions about instruction and intervention strategies.</p> <p>I-Ready lesson times will be crafted in lessons throughout the week within reading classes and computer and library support time.</p> | Demetria Greer (Instructional Coach), Camillia Moore (Asst. Principal), Hajar Nelson (Asst. Principal)                                                                                                      |            |                 |  |
|  | <p><b>[A 2.3.3] Implement Intentional Teacher-Led Small Group Instruction</b></p> <p>At Parkway Village, intentional small group instruction is a targeted teaching approach where educators work with a small group of students to address specific learning needs and goals. This method is designed to provide personalized support and enhance student learning through focused, interactive sessions. Here's an overview of how intentional small group instruction operates and its benefits:</p> <p>During intentional small group instruction, the teacher will identify clear, specific learning objectives based on student needs, assessment data, and curriculum goals. These objectives guide the planning and execution of lessons, ensuring that each session addresses the particular skills or</p>                                                                                                                                                              | Albert Means (Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Pyron (Instructional Coach), Demetria Greer (Instructional Coach), Camillia Moore (Asst. Principal), Hajar Nelson | 05/15/2026 | SBB and Title I |  |

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|  | <p>concepts that the students in the group need to develop.</p> <p>This small group instruction will allow teachers to provide a high degree of personalization. Teachers can tailor their instruction to meet the diverse needs of each student within the group. This might include providing additional practice, offering alternative explanations, or using different teaching strategies to help students grasp difficult concepts.</p> <p>These small group settings will help facilitate interactive learning experiences. Students will have more opportunities to participate actively, ask questions, and engage in discussions. This increased interaction can lead to a deeper understanding of the material and help students develop critical thinking and problem-solving skills.</p> <p>With fewer students in the group, teachers will be able provide more immediate and individualized feedback. This timely feedback helps students understand their mistakes, refine their understanding, and make necessary adjustments to their learning strategies.</p> <p>The smaller group size often leads to a more focused and engaging learning environment. Students will be more likely to stay engaged and motivated when they receive personalized attention and participate in interactive activities designed to meet their needs.</p> <p>This Intentional small group instruction will allow teachers to build stronger relationships with students. The closer interaction helps educators understand each student's unique strengths, challenges, and learning preferences, fostering a supportive and trusting learning environment.</p> | (Asst. Principal) |  |  |  |
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**[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**

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.

Parkway Village will reduce chronic absenteeism by 5% in SY 2025-26, from in SY 2024-25.

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Person Responsible                                                                                                               | Estimated Completion Date | Funding Source  | Notes |
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| <p><b>[S 3.1] Attendance and Intervention Supports</b><br/>Implement targeted interventions and support programs and initiatives that address identified chronic absenteeism and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>o 20-day attendance reports</p> <p>o Weekly class attendance reports</p> <p><b>**Effectiveness**</b></p> <p>o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>o Weekly class attendance reports will reflect 95% attendance rate among the class.</p> | <p><b>[A 3.1.1] Attendance Monitoring Support</b><br/>An attendance specialists will be collecting and maintaining student attendance information at Parkway Village Elementary, meeting district, state and federal requirements relating to attendance processes including parent notification; preparing and distributing attendance reports and materials; providing clerical support at school site; and communicating various information regarding activities.</p> <p>The attendance specialist will:</p> <p>* Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements.</p> <p>* Ensures accuracy of attendance records, including verification truancies and/or signing students in/out for the purpose of complying with</p> | Ana Hernandez, Attendance Specialists, Albert Means, Principal, Camillia Moore, Asst. Principal, & Hajar Nelson, Asst. Principal | 05/22/2026                | SBB and Title I |       |

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|  | <p>State laws governing attendance accounting</p> <p>* Maintains a variety of attendance records, schedules, and files (manual and computer) (e.g. contact and telephone logs, student attendance, etc.) for the purpose of documenting and/or providing reliable information</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                       |            |                 |  |
|  | <p><b>[A 3.1.2] Present and Proud Parent Recognition Incentives</b></p> <p>To foster stronger school-home partnerships and reduce chronic absenteeism, the “Present &amp; Proud” initiative celebrates parents and guardians who consistently support their child’s daily attendance. This program honors not just presence, but the intentional effort behind it—recognizing that every morning drop-off, every note written, and every schedule rearranged reflects a commitment to education.</p> <p>Families become eligible for recognition when their child maintains 95% or higher attendance over a designated period—whether quarterly or by semester. In addition to consistent attendance, parents or guardians must demonstrate active communication with the school regarding any absences or challenges and participate in at least one school event or parent-teacher conference during the term.</p> <p>Those who meet the criteria are celebrated as Champions of Attendance, receiving a personalized certificate during school assemblies or family engagement nights. Their dedication is also highlighted in the school newsletter and social media platforms, showcasing their commitment as a model for others.</p> <p>To further honor their efforts, recognized families are entered into a raffle for family-friendly prizes, such as museum passes, grocery gift cards, or school spirit merchandise. They also receive priority access to select school-sponsored events and workshops, reinforcing their role as valued</p> | <p>Ana Martinez, Attendance Specialists,<br/>Albert Means, Principal,<br/>Camillia Moore, Asst. Principal, &amp;<br/>Hajar Nelson, Asst. Principal,<br/>Sonia Lucas, Family Engagement Specialist</p> | 05/22/2026 | SBB and Title I |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>partners in the educational journey.</p> <p>This initiative not only uplifts families who are actively engaged but also fosters a culture of shared responsibility and celebration—where every day truly counts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                         |                   |                        |  |
| <p><b>[S 3.2] Professional Development</b><br/>Provide ongoing, high quality professional development at school level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Monthly SART and SARB meeting minutes</li> <li>o Monthly Parent Contact Logs</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>o Monthly parent contact logs that show at least 100% of teachers are reaching out to parents in concerns of absenteeism among their students.</li> </ul> | <p><b>[A 3.2.1] SART and SARB Meetings</b><br/>SART (School Attendance Review Team) and SARB (School Attendance Review Board) meetings are critical components of intervention strategies aimed at addressing and improving student attendance issues.</p> <p>The SART meetings are typically held at our school to identify and address attendance issues for students who show signs of chronic absenteeism or patterns of unexcused absences. The goal is to intervene early to prevent further attendance problems.</p> <p>The school will invite the following to the meeting:</p> <ul style="list-style-type: none"> <li>+ School administrators (principal or assistant principal)</li> <li>+ School counselors</li> <li>+ Teachers</li> <li>+ Attendance liaison</li> <li>+ Social workers</li> <li>+ Parents or guardians of the student</li> </ul> <p>During this meeting the student's attendance records will be reviewed along with any background information including academic performance, behavioral observations and any previously attempted interventions. Team members discuss factors contributing to the student's absenteeism, which may include personal, social, emotional, or academic challenges. The team develops a tailored intervention plan with specific strategies aimed at improving the student's attendance. This may involve providing support services, setting attendance goals, or offering resources to address barriers. The team</p> | <p>Albert Means, Principal,<br/>Rachel Walker, School Counselor,<br/>Katrina Johnson, School Counselor, and<br/>Ana Hernandez Attendance Specialist</p> | <p>05/22/2026</p> | <p>SBB and Title I</p> |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>determines follow-up actions and schedules additional meetings to monitor the student's progress. A collaborative plan is put in place that includes clear expectations for the student and family, support resources, and strategies for decreasing absenteeism.</p> <p>It will be our school's goal to follow through with these meetings using this structure and if these measures do not show improvement then SARB meetings will be next.</p>                                                                                                                                                                                                                                                                      |                                                                                                                                                                          |            |                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>[A 3.2.2] Professional Development for Teachers on Building Relationships with Parents</b></p> <p>Building relationships among parents is pivotal in creating a supportive school community that actively engages in reducing absenteeism. When parents are connected and invested in their children's education, they are more likely to encourage regular attendance and support school initiatives. From this professional development teachers should be encouraged to build positive relationships with students, making them feel valued and connected to the school. Teachers should also conduct regular check-ins with students, especially those showing signs of disengagement or chronic absenteeism.</p> | <p>Albert Means, Principal,<br/>Rachel Walker, School Counselor,<br/>Katrina Johnson, Counselor and<br/>Camillia Moore, Asst. Principal</p>                              | 12/12/2025 | SBB and Title I |  |
| <p><b>[S 3.3] Parent, Family and Community Engagement</b></p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>o Quarterly parent surveys</li> <li>o Quarterly parent meeting minutes</li> </ul> | <p><b>[A 3.3.1] Parent Input</b></p> <p>As a school, Parkway Village Elementary will have an open-door policy and encourage open dialogue. At the end of parent meetings, we will hold listening sessions where our parents can voice concerns and provide suggestions regarding school policies and attendance. Also parent surveys will be sent out quarterly to get feedback from families about attendance and other student needs. Parent will also be made aware of attendance initiatives, Present and Proud Panther.</p>                                                                                                                                                                                            | <p>Ana Hernandez, Attendance Specialist,<br/>Albert Means, Sonia Lucas, Family Engagement Specialist,<br/>Sheila Carson, PLC Coach,<br/>Antionette Taylor, PLC Coach</p> | 05/01/2026 | SBB and Title I |  |

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| <p>o Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>.** Effectiveness**</p> <p>o Quarterly parent surveys will result in at least 1 additional family engagement and involvement meetings/events that were requested based on feedback and trends.</p> <p>o Quarterly parent meetings will result in at least 10% decrease in absenteeism.</p> <p>o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                             |            |                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>[A 3.3.2] Provide Support and Resources to Parents</b></p> <p>Parkway Village Elementary Family Engagement Specialist helps parents become more engaged in the academic and social education of their children. The specialists provides information to parents each semester about their children's classes, standardized test requirements, school-related activities and opportunities. The family engagement specialists will also provide academic resources for parents. The family engagement specialist also identifies opportunities for and encourages parents' participation as volunteers at our school each semester. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: Along with the Attendance Specialist, Family Engagement Specialist will contact parents concerning chronic absences each week. Family Engagement Specialist and Guidance Counselor will provide information to parents about services that may be needed. Family Engagement Specialist and guidance counselors make sure that parent notifications are sent home in Spanish each week. Home/School connections are sent home in Spanish weekly to assist parents</p> | <p>Ana Hernandez, Attendance Specialist, Albert Means, Sonia Lucas, Family Engagement Specialist, Rachel Walker, School Counselor and Katrina Johnson, School Counselor</p> | 05/08/2026 | SBB and Title I Funds |  |

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|  | with strategies for helping their children at home.<br>Also resources will be providing on how parents<br>can keep their students healthy and at school. |  |  |  |  |
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