Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

Cover Page

* District Name
Memphis Shelby County Schools

* School Name
Raleigh Bartlett Meadows Elementary

* School Principal Name
Dr. Isaac Robinson

* School Principal Email
Robinsoni1@scsk12.org

Resources

Click here to open the guide.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the school plan must be developed in consultation with the following stakeholders (at a minimum):

*

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

- Dr. Isaac Robinson - Principal/Math Lead
- Kevin Jordan-Dean of Students/Science Lead
- Denise Robinson - PLC Coach/Admin. ELA
- Loria Tillis-Broom - School Counselor
- Tameka Stout-Interventionist/RTI Lead
- Zachary Steiner- SPED Teacher/Science ILT
- Rennora Johnson - ESL Teacher/ELA ILT
- Andrea Smith-Math/ILT (GenEd Teacher)
- Alexandria Tate-/Social Studies ILT(GenEd Teacher)
- Monisha Rayfor-Educational Assistant
- Ronnie Ross Sr.-Parent
- Tanjanica Dale- Parent
- Camesha Miller-Parent
- Reginald Smith, Title I Advisor (LEA Rep)
- Kimberly de Lara-Staunton, ESL Advisor (LEA Rep)
- Dr. Tiffany Patterson, Sped Advisor (LEA Rep)
- Saafir Muhammad, RTI2B Support Specialist
- Ebony Williams Attendance Liason (LEA Rep)

Stakeholder Involvement

* Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Raleigh Bartlett Meadows' school SIP team meets regularly to review, discuss, and prioritize needs with consistent discussions focused on academics, attendance, discipline, and assessment data. During the SIP planning process, the team analyzes data, establishes goals, and develops strategies for reaching goals.

Monthly SIP meetings are held to discuss school-wide performance data, disciplinary data, enrollment and attendance data, budgetary concerns, and family engagement opportunities. Team members decide if the goals set are obtainable based on data review. Decisions are made to continue with current plan or to make revisions to the plan.

Parents are invited to become actively engaged in the planning process of the school improvement plan by participating in planning team meetings. Parents are involved in the development and implementation of the school improvement plan. Parents are provided with information outlining the purpose of the School Improvement Plan and the requirements as it relates to ESSA.

Raleigh-Bartlett Meadows Elementary School invites all stakeholders which includes school leaders, lea personnel, school counselor, parents, community members, teachers, and education assistants to meetings by communicating the meeting times, events, programs, and planning opportunities through email, school flyers, social media messages, school website posts, and the school marquee display. All stakeholders are invited to participate in the development of the School Improvement Plan.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

*

- a detailed description of the school's vision for a well-rounded education;
- a description of the courses and opportunities (i.e.enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision;
- actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
- specific local, state, and federal funding sources that support the school's efforts.

School Vision: To help every student think, explore, solve, and grow through meaningful learning that connects to the real world.
1. Support teachers integrate academic standards into classroom instruction.
2. RBM implements CLUE (Creative Learning in a Unique Environment) for qualifying students who excel beyond grade level standards.
3. SPED and ESL teachers will provide support (pull out and push in) as determined by their Individualized Learning Plan (IEP for SPED) and ELPA scores (for ESL)
4. Students who have been identified by the universal screener/benchmark as needing progress monitored Tier 2 and Tier 3 support will receive an additional 45 minutes of instruction to address academic skill deficits.
5. All students who are considered Tier I based on Benchmark data will also receive 60 minutes of additional instruction to address skill deficits that are needed to master grade-level TN State Standards.
6. Educational assistants and support teachers will assist teachers with intervention and small group instruction.
7. All students in KK-5th grades participate in weekly support classes of RTI Intervention lab, Art, Music, and P.E.
8. All K-2 students will receive a weekly 30-minute Spanish lesson.

Funding Sources that Support the school's efforts
Raleigh-Bartlett Meadows school-based funding.

Disciplinary Practices

Describe the following:

*

- How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
- The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

- School administrators, the behavior specialist, school counselor, and attendance liason at RBM have led the work in developing a RTI2-B Manual that outlines the school's discipline plan...expectations, procedures and routines. For each aspect of the matrix is a lesson plan. Teachers will teach the contents of the plan explicitly, so that everyone is on one accord with the school-wide expectations. We will review weekly, monthly, and quarterly data with fidelity as it relates to how the following initiatives have impacted discipline and attendance.

- Continue various school clubs to increase self-esteem, build capacity to make choices, and to strengthen academic achiement for all students.
- Provide weekly/monthly activities to support group goals
- Provide bi-weekly/monthly activities to support RTI2B expectations.
- Maintain communication with the RTI2-B Specialist and the school social worker to support student needs.

Safe, Supportive, and Healthy Environments

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

*

- A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
- Specific local, state, and federal funding sources the school will utilize to provide safe, supportive, and healthy environments in schools.

All students and staff need a safe, supportive, and healthy environment to be successful. We have many students who are victims of adverse childhood experiences, lack social and emotional skills, and need additional motivation and support to attend school. All of which hinder them from learning at their most optimal levels. Our greatest need is to build the capacity of these students, so they can make more appropriate decisions and self-regulate to de-escalate when the need arises. Because these students lack the skills to self-regulate, they resort to behaviors that warrant an out-of-school suspension. Every day a student is absent is a day of missed instruction and learning.
Addressing Needs
- Implement our TN Department of Education RTI2-B plan which outlines specific goals, expectations, and plans for teaching students appropriate behaviors.
- Ongoing staff PD on social-emotional learning, adverse childhood experiences, and RTI2-B implementation.
- Offer parent connections to community resources through the school counselor and social worker that will help provide parents with strategies to help build capacity in children at home.
- Continue mentoring students to teach self-awareness, build self-esteem, and increase academic success.
- Monitor all discipline and attendance data with fidelity.

- Calendar motivational activities to support school attendance.
- Calendar students and parents field excursions that build family engagement, positive student behavior, and positive student recognition systems.
- School-based funding will be utilized to provide safe, supportive, and healthy environments in schools.

Integration and Effective Use of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

*

- A detailed description of the level of access students have to technology across all grade bands.
- A detailed description of how the school ensures technology is being utilized effectively by students and educators.
- A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
- Specific local, state, and federal funding sourcesthat support the integration and effective use of technology.

School Wide Access to Technology
Each K-5 grade level teacher has a Promethean Board for access to interactive learning and each grade level team has access to at least one mobile cart. Use of available computer carts with ninety devices from the interventionist and the library to provide technology access for mandated assessments. Redistribute previous 1:1 student devices evenly among classrooms for student use. Every student in grades 3-5 has access to calculators to use as required during math instruction. Students are required to access (via computer) at least 45 minutes/week of iReady Reading and iReady Math. Students also complete District mandated assessments via the computer. Teachers will use district created PowerPoints to engage students in learning through interactive lessons. Teachers have access to IXL, an interactive digital supplemental educational tool that is loaded on Clever for additional student engagement activities.
Challenges
- Outdated technology that the IT department will no longer service.
- Internet Connectivity
- Students no longer have 1:1 district issued devices.

Steps to Address Challenges
- Meet with IT manager to develop a plan for acquiring new technology in phases.
- Purchase new technology if funding provided.
- Keep IT management apprised of IT needs.

Funding Sources that Support Technology Use and Integration
- Raleigh-Bartlett Meadows school-based funding and available Title 1 funds are used to support technology according to the school's plan.

Parent and Family Engagement

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities) and how is the school addressing those barriers. Include in the response:

*

- a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.

- the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school.
- a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Barriers to Family Engagement:
1. Work Conflicts
2. Time Limitations
3. Lack of Awareness/Communication Regarding Opportunities
4. Connection/relationship with school is missing.

Strategies to Increase Family Engagement
1. Staffed Dean of Students and Attendance Liaison
2. Calendar monthly opportunities for parents to engage on campus.
3. Improve two-way communication. (Increasing our social media presence and encouraging technology-based communication at the classroom level.) Use various modes of communication tools including telephone, email, Class Dojo, google voice, and social media.
4. Increase Stakeholder Decision Making Opportunities. (Offering 1-2 question parent surveys to determine opinions and interests in an effort to inform decision making at the school level.)
5. Collaborate with the community. (Providing life and educational experiences for students after school hours.)
6. Provide parent workshops and family learning sessions.

Activities Designed for the families of Historically Underserved Student Groups
1. Invite parents to attend school events such as, Annual Title I Parent Meetings, Quarterly Project Showcase, Teacher Meet and Greet, Data Nights, Family Reading Night, Field Excursions, and Family STEM Night to receive information and engage in activities to help increase student achievement.
2. Celebrate Hispanic Heritage and Black History Months
3. Provide communication in English, Spanish, and other languages as applicable.

Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

*

- A description of educator and school leader needs in regards to professional development and how the school determines those needs.
- A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

Educator and School Leader Needs
School, district, and external PD for faculty, staff and school leaders purposed to improve the school's culture and climate. Our goal is to ensure that decision making is focused on improving academic, behavioral, and social outcomes for all stakeholders. The school will use adult survey data, evaluation data, literal notes, and all levels of student data to determine needs.
Professional Development Opportunities
1. Classroom and Support Teachers
a. Participate in Wonders reading, Envision Math, Early Literacy, and IReady, professional development.

b. Engage in grade-level/vertical collaborative planning and deliberate practice during PLC meetings and Collaborative Planning meetings.
c. Observe other teachers to gauge effective instructional strategies that can be implemented to improve instruction and learning.
d. Participate in Bi-Weekly Data Meetings to improve student learning, growth, and achievement.
e. Recommend peer-to-peer coaching to increase content knowledge and teaching practices.
f. Participate in Special Education, ESL, and Clue schoolwide professional development during beginning of the year and second semester district learning days.
2. Tiered teachers will be receiving district level support to enhance instructional practices for assigned content areas.
3. School leaders will engage in district level PD to improve leadership practices that positively impact student achievement, teacher practices and beliefs, and community engagement with the school.
4. The ILT will identify external PD that will increase the capacity of the Instructional Leadership Team to provide all stakeholders with skillful leadership and high-quality instruction that is equitable for all.

Educator Placement

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

*

- The process in place to review and analyze educator placement.
- Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Educator Placement
1. Data from various sources (TN Ready, Common Formative Assessments, District Assessments, Attendance, Classroom Culture and Climate, etc.) is used to make informed decisions about teacher and student placement.
2. Grades 3-5 teacher placement will include most experienced or Level 3, 4, or 5 educators.

3. All teachers are teaching within the grade band that is reflected on their teacher license.
4. New teachers to the school and teaching profession will be assigned a teacher mentor.
5. Teachers who have an LOE score of Level 2 or below, will be placed on a professional learning plan and receive additional support from the PLC coach and district advisors to improve instruction in deficit areas.

Addressing Student Disparities
1. Class rosters reflect a diverse sampling of the student population by grade level.
2. Content knowledge guides teacher placement.
3. Instructional coaching is provided to new teachers and teachers based upon TEM ratings.
4. Coaching is also provided to teachers to assist with classroom environment as needed.
5. Mentors are assigned to teachers both new to the profession and the school.

Identify Priorities and Root Causes

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

Using provided, local, and other available data, school planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the school. School planners should identify specific subgroups and other areas of need for use when tailoring the inherited goals and/or adding goals to address the school context.

School-level data has been provided through TNShare to each district. District-level planners with access to the data should provide the data file to school planning teams. Additional resources to support the school's required needs assessment include:

- School Planning Three-Year Guide
- Root Cause: Fishbone and 5 Whys Protocol

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.

	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.		
* ELA 3rd grade including the ATSI designated subgroup of BAA.	* Early Literacy Weekly lessons plan checks show that 100% of teachers are on track following the curriculum, and overall teacher LOE reflects level 3 or higher.	* ? Students were not engaged. ? Teachers do not understand how to plan for instruction using data. ? Teachers are new and not prepared to deliver rigorous instruction.

* ELA 3rd-5th including the ATSI designated subgroup of BAA.	* Standard Aligned Core Instruction. Weekly lessons plan checks show that 100% of teachers are on track with following the curriculum and overall teacher LOE reflect level 3 or higher Professional Development Bi-weekly admin meetings monitor classroom observations that reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. Targeted Interventions and Personalized Learning Monthly progress monitoring data reflects students increasing by at least 2-3 data points including Black/African American, Black/Hispanic/Native American, and Economically Disadvantaged students.	* ? Small group instruction has not been prioritized. ? Teachers do not understand how to plan for instruction using data. ? Teachers are new and not prepared to deliver rigorous instructions.
* Math including the ATSI designated subgroup of BAA.	* Standard Aligned Core Instruction. Weekly lessons plan checks show that 100% of teachers are on track following the curriculum, and overall teacher LOE reflects level 3 or higher. Professional Development Bi-weekly admin meetings monitor classroom observations that reflect a 10% increase in teachers demonstrating effective implementation of instructional practices.	* ? Small group instruction was not prioritized. ? Math intervention has not been a priority. ? Teachers were new to education, the grade level, or the subject.
* Student Attendance including the ATSI designated subgroup of BAA.	* No prior strategies supported improvement.	* ? School staff did not follow the SART practices and processes that were outlined with fidelity. ? School staff did not ask for up-to-date proof of residence for chronically absent students. ? Several employee transitions impacted establishing clear and consistent practices and protocols to address chronic absences.

Goal 1: Grade 3 ELA (Required)

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

☐ N/A The school does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 70 %	of students will score proficient on the 3rd grade TCAP by	* Year 2029

Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* All 15.4% (2026) to 33.6% (2027) BAA 15.5% (2026) to 33.6% (2027)	* TCAP student data
2027-28	* All 33.6% (2027) to 51.8% (2028) BAA 33.6% (2027) to 51.8% (2028)	* TCAP student data
2028-29	* All 51.8% (2028) to 70% (2029) BAA 51.8% (2028) to 70% (2029)	* TCAP student data

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**
S1: Implement Standards Aligned Core Instruction - 3rd grade ELA teachers will use a researched based district approved curriculum to inform/support/guide daily instruction. - 3rd grade ELA teachers will implement the gradual release of responsibility instructional model to provide multiple opportunities for students to engage in the lesson. - School academic content leaders will facilitate weekly collaborative planning, including deliberate practice, for 3rd grade ELA teachers. - The school will provide quarterly training for 3rd grade students' parents to help them support students' learning at home.	Implementation - Quarterly Formal Observation Tool - Weekly lesson plans Effectiveness - Quarterly formal observation tool will reflect that 75% of teachers will obtain scoring ratings of 3 or higher. - Weekly lessons plan checks will show that 75% of teachers are on track following the curriculum.	$	Fund 12 Title 1 Family Engagement -$500-Early Literacy Resources for Family Reading Night

S2: Utilize Professional Development - School academic content leaders and 3rd grade ELA teachers will attend high-quality professional development to strengthen effective instructional practices. - The school will provide PD for 3rd grade ELA teachers, educational assistants, and support teachers on the gradual release instructional model, analyzing data, data-driven instruction, and implementing high-quality intervention for students. - The school will provide quarterly foundational skills for PD training for K-3 teachers.	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes - Bi-weekly classroom observations using the IPG Effectiveness - Bi-weekly classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	
S3: Implement Targeted Intervention and Personalized Learning. - 3rd grade ELA teachers, educational assistants, support staff, and Interventionist will provide daily reading interventions for Tier II and Tier III students. - An educational assistant will provide 3rd grade students with an additional daily reading intervention via Learning Lab. - The school will provide weekly ELA extended learning opportunities for 3rd grade struggling students. - Kids First will provide high dosage ELA tutoring for all 3rd grade students, including the ATSI identified subgroup B/AA, during the school day.	Implementation - Monthly progress monitoring data - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. - Monthly data team meetings will reflect at least 20% of students being able to advance to the next skill deficit and/or instructional grade level.	$	
S4: Enhance Early Literacy Opportunities for Students - K-2 teachers will provide intensive, explicit teaching of foundational skills daily. - Educational assistants will provide weekly small group learning sessions for K-3 students in addition to the teacher's blended learning rotation. - The school will restructure the instructional day so that K-5 teachers will now manage self-contained classes. - ELA content leaders will monitor the use and effectiveness of integrating computer-assisted instruction.	Implementation - Weekly lesson plans - Quarterly student work samples Effectiveness - Weekly lessons plan checks will show that 75% of teachers are on track with following the curriculum. - Quarterly review of student work samples will show students' mastery of standards at 70% or higher.	$	
S5:Provide Professional Development for teachers of BAA students. - The school will provide PD for 3rd grade ELA teachers, educational assistants, and support teachers on the gradual release instructional model, analyzing data, data-driven instruction, and implementing high-quality intervention for students. - The school will provide quarterly foundational skills for PD training for 3rd grade teachers. - Kids First will provide ongoing, targeted professional development and coaching for 3rd grade teachers in English Language Arts to support the ATSI identified subgroup B/AA.	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes - Bi-weekly classroom observations using the IPG Effectiveness - Bi-weekly classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	ATSI 25-Kids First-Professional Development-$32,450.00-overlap funding on G2,S2.

S6: Implement Targeted Intervention and Personalized Learning for the ATSI subgroup BAA. - The school will provide weekly ELA extended learning opportunities for 3rd grade struggling students including the ATSI identified subgroup BAA. - Kids First will provide high dosage ELA tutoring for 3rd grade students in the ATSI identified subgroup B/AA, during the school day.	Implementation - Monthly progress monitoring data - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points for Black/African American. - Monthly data team meetings will reflect at least 20% of students being able to advance to the next skill deficit and/or instructional grade level.	$	ATSI 25 - KIds First Tutoring - $32,450.00 - overlap funding on G2,S2 ATSI 25 - Tutoring Supplies - $100 - overlap funding on G2, S2

Goal 2

Goal: By May 2029, Raleigh Bartlett Meadows Elementary will increase the percentage of students who score proficient in 3-5 ELA for all students from13.5% (2026) to 29.7% (2029); students with disabilities (SWD) from 0.0% (2026) to 22% (2029); English Language Learners (ELL) from 8.3% (2026) to 29% (2029); and Black and African American students from 13.4% (2026) to 41.6% (2029).

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* All: 13.5% (2026) to 18.9% (2027); SWD: 0.0% (2026) to 7.5% (2027); ELL: 8.3% (2026) to 15.3% (2027); Black/AA: 13.4% (2026) to 25.6% (2027)	* TCAP student data
2027-28	* All: 18.9% (2027) to 24.3% (2028); SWD: 7.5% (2027) to 15.0% (2028); ELL: 15.3% (2027) to 22.3% (2028); Black/AA: 25.6% (2027) to 33.6% (2028)	* TCAP student data
2028-29	* All: 24.3% (2028) to 29.7% (2029); SWD: 15% (2028) to 22% (2029); ELL: 22.3% (2028) to 29% (2029); Black/AA: 33.6% (2028) to 41.6% (2029)	* TCAP student data

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**

S1: Implement Standards Aligned Core Instruction This will include Black/African American students. - School instructional leaders will facilitate weekly PLCs and collaborative planning (deliberate practice) for K-5 ELA teachers. - K-5 ELA teachers will use a researched based district approved curriculum to inform/support/guide daily instruction. - K-5 ELA teachers will implement the gradual release of responsibility instructional model to provide multiple opportunities for students to engage in the lesson. - K-5 ELA teachers will incorporate small group activities at least three times each week to engage at their current levels. - The school will provide quarterly training for K-5 parents to help them support students' learning at home. - Teachers in grades 3-5 will address prerequisite foundational skills during Tier I instruction. - The school will utilize peer observations for new and struggling teachers to observe exemplary instruction.	Implementation - Quarterly Formal Observation Tool - Weekly lesson plans Effectiveness - Quarterly formal observation tool will reflect that 75% of teachers will have scoring ratings of 3 or higher. - Weekly lessons plan checks will show that 75% of teachers are on track following the curriculum.	$	Title 1 Family Engagement -Literacy Resources for Family Reading Night - $1000
S2: Utilize Professional Development - School academic content leaders and K-5 ELA teachers will attend high-quality professional development to strengthen effective instructional practices. - The school will provide PD for K-5 ELA teachers, educational assistants, and support teachers to plan for data-driven lessons and to implement high-quality intervention for students. - Instructional leaders will provide differentiated instruction PD for K-5 ELA teachers.	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness - Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	
S3: Implement Targeted Intervention and Personalized Learning -K-5 ELA teachers, educational assistants, support staff, and Interventionist will provide daily reading interventions for Tier II and Tier III students. - An educational assistant will provide K-5 students with an additional daily reading intervention via Learning Lab. - The school will provide weekly ELA extended learning opportunities for K-5 struggling students.	Implementation - Monthly progress monitoring data - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points . - Monthly data team meetings will reflect at least 20% of students being able to advance to next skill deficit and/or instructional grade level.	$	

S4: Provide Professional Development for teachers of BAA students. - The school will provide PD for K-5 ELA teachers, educational assistants, and support teachers to plan for data-driven lessons and to implement high-quality intervention for students. - Kids First will provide ongoing, targeted professional development and coaching for K-5 teachers in English Language Arts to support all students, including the ATSI identified subgroup B/AA.	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness - Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	ATSI 25 - Kids First - Professional Development - $32,450.00
S5: Implement Targeted Intervention and Personalized Learning for the ATSI subgroup BAA. - The school will provide weekly ELA extended learning opportunities for K-5 struggling students including the ATSI identified subgroup BAA. - Kids First will provide high dosage ELA tutoring for all K-5 students, including the ATSI identified subgroup B/AA, during the school day.	Implementation - Monthly progress monitoring data - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points for BAA. - Monthly data team meetings will reflect at least 20% of students being able to advance to next skill deficit and/or instructional grade level.	$	ATSI 25 - KIds First Tutoring - $32,450.00 ATSI 25 - Tutoring Supplies - $100

Goal 3

Goal: By May 2029, Raleigh Bartlett Meadows Elementary will increase the percentage of students who score proficient in 3-5 Math for all students from 9.4% (2026) to 26.4% (2029); students with disabilities (SWD) from 6.9 % (2026) to 24.4% (2029); English Language Learners (ELL) from 8.3% (2026) to 29% (2029); and Black and African American students from 7.3% (2026) to 36.3% (2029).

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* All: 9.4% (2026) to 15.1% (2027); SWD: 6.9% (2026) to 14.5% (2027); ELL: 8.3% (2026) to 15.3% (2027); Black/AA: 7.3% (2026) to 20.3% (2027)	* TCAP student data
2027-28	* All: 15.1% (2027) to 20.8% (2028); SWD: 14.5% (2027) to 18.5% (2028); ELL: 15.3% (2027) to 22.3% (2028); Black/AA: 20.3% (2027) to 28.3% (2028)	* TCAP student data
2028-29	* All: 20.8% (2028) to 26.4% (2029); SWD: 18.5% (2028) to 24.4% (2029); ELL: 22.3% (2028) to 29 (2029); Black/AA: 28.3% (2028) to 36.3% (2029)	* TCAP student data

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**

S1: Implement Standards Aligned Core Instruction This will include Black/African American students. - School academic content leaders will facilitate weekly PLCs and collaborative planning (deliberate planning) for K-5 Math teachers. - K-5 Math teachers will use a researched based district approved curriculum to inform/support/guide daily instruction. - K-5 Math teachers will implement the gradual release of responsibility instructional model to provide multiple opportunities for students to engage in learning. - The school will provide quarterly training for K-5 parents to help them support students' learning at home. - The school will provide peer observations for new and struggling teachers to observe exemplary instruction. - K-5 Math Teachers will utilize data driven instruction to create small groups at least 3 times per week to address individual student needs.	Implementation - Quarterly Formal Observation Tool - Weekly lesson plans Effectiveness - Quarterly formal observation tool will reflect that 70% of teachers will have scoring ratings of 3 or higher. - Weekly lessons plan checks will show that 75% of teachers are on track with following the curriculum.	$	Title 1 Family Engagement $1000 -Math resources for Family Math Night Event
S2: Professional Development - School academic content leaders and K-5 Math teachers will attend high-quality professional development to strengthen effective instructional practices. - The school will provide PD for K-5 Math teachers, educational assistants, and support teachers to implement high-quality intervention for students. -	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness - Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	
S3: Implement Targeted Intervention and Personalized Learning - K-5 Math teachers, educational assistants, support staff, and Interventionist will provide daily math interventions for Tier II and Tier III students. - The school will provide weekly Math extended learning opportunities for K-5 struggling students.	Implementation - Monthly progress monitoring - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. - Monthly data team meetings will reflect at least 20% of students being able to advance to the next skill deficit and/or instructional grade level.	$	

S4: Provide Professional Development for teachers of BAA students. - The school will provide PD for K-5 Math teachers, educational assistants, and support teachers to implement high-quality intervention for students. - Kids First will provide K-5 Math teachers with targeted professional development and coaching to improve student outcomes. (Raleigh Bartlett Meadows will provide ongoing, targeted professional development and coaching for teachers in Mathematics focused on implementing evidence based instructional strategies and data driven decision making to support the ATSI identified subgroup B/AA.)	Implementation - Weekly collaborative planning agenda and minutes - Bi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness - Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. - Bi-weekly ILT meetings will result in at least 75% of teachers following the instructional framework.	$	ATSI 25-Kids First-Professional Development-$32,450.00-overlap funding on G2,S2.
S5: Implement Targeted Intervention and Personalized Learning for ATSI identified subgroup BAA. - Kids First will provide high dosage Math tutoring for 3-5 students in the ATSI identified subgroup BAA during the school day. - The school will provide weekly Math extended learning opportunities for K-5 struggling students including the ATSI identified subgroup BAA.	Implementation - Monthly progress monitoring - Monthly data meeting agenda and minutes Effectiveness - Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. - Monthly data team meetings will reflect at least 20% of students being able to advance to the next skill deficit and/or instructional grade level.	$	ATSI 25 - KIds First Tutoring - $32,450.00 - overlap funding on G2,S2 ATSI 25 - Tutoring Supplies - $100 - overlap funding on G2, S2

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

☐ This goal not established.

Goal 4

Goal: By May 2029, Raleigh Bartlett Meadows Elementary will decrease the chronic absenteeism rate for all students from 43.9% (2026) to 28.7% (2029), and 47.4% (2026) to 32.7% (2029) for ATSI identified subgroup BAA.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* All 43.9% (2026) to 38.7% (2027) BAA 47.4% (2026) to 42.7% (2027)	* PowerSchool and PowerBI
2027-28	* All 38.7% (2027) to 33.7% (2028) BAA 42.7% (2027) to 37.7% (2028)	* PowerSchool and PowerBI
2028-29	* All 33.7% (2028) to 28.7% (2029) BAA 37.7% (2028) to 32.7% (2029)	* PowerSchool and PowerBI

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**

Strategy 1 Implement Attendance Interventions and Supports - An attendance liaison position was created to ensure that all SART practices and processes are completed and addressed with consistency and fidelity. - The school attendance team will develop a chronic absenteeism reduction plan annually to address chronically absent and truant students. - The school attendance team will meet monthly to discuss chronic absences for truant students and evaluate data trends. - The school will provide quarterly family engagement opportunities to encourage parental support of the instructional program to positively impact attendance and student behavior. - The school will open the Falcon Store monthly and offer other incentives to encourage positive attendance behavior. - The school attendance liaison will monitor student attendance data in Power BI weekly. - The school attendance team will assign at least two members of the team for all responsibilities to support continuous efforts of the team in one's absence.	Implementation - 20-day attendance reports - 20-day behavior reports Effectiveness - 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. - 20-day behavior reports will reflect a 5% decrease in the number of student ISS and OSS infractions that impact student absences from school.	$	
Strategy 2 Utilize Professional Development Quality Professional Development - The attendance liaison will provide training updates and protocols with staff relative to school assignments for out of zoned students that impact chronic absenteeism. - School staff will participate in semesterly school level PD to learn strategies to reduce chronic absenteeism. - School will provide quarterly training for families to develop school partnerships that positively impact student attendance. - School staff will participate in bi-monthly staff meetings to address implications of negative attendance on student academics and identify schoolwide and classroom strategies to encourage positive attendance. - The school will provide annual staff PD on school-wide progressive discipline plan and chronic absenteeism.	Implementation - Annual RTI2-B data training agenda and minutes - Annual SART and SARB training agenda and minutes - School level PD agenda, minutes, and attendance Effectiveness - Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. - Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.	$	
Strategy 3 Increase Parent, Family, and Community Engagement - Annually engage parents in the development of the Family Engagement Plan and Home-School Compact - Annually engage parents in the development of the School Improvement Plan (SIP) - The school will provide a schoolwide calendar to parents with yearly events/activities that will engage parents on campus. - The school's social media specialists will provide weekly updates to the school's website and social media pages on instructional and special programming. - The school will identify community partners annually to support school programs and initiatives. - The school will conduct quarterly outreach and home visits for families that are hard to reach for students with academic, behavior, and attendance concerns.	Implementation - Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. - Family engagement event invitation, agenda, and attendance Effectiveness - 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. - Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. - Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.	$	Title 1 - Family Engagement -$1000 resources for family engagement events.

Strategy: Support ATSI designated BAA students in overcoming barriers related to student attendance - An attendance specialist will monitor ATSI designated BAA students attendance and work with parents to decrease absenteeism rates. The attendance specialist and the secretary will work with parents to properly communicate absences to the school. - The school will conduct SART meetings with parents and ATSI designated BAA students who are at risk for becoming truant or missing too many days of instruction. Meetings will focus on the impact attendance has on student school success. The meeting will also offer resources and strategies on keeping up adequate attendance in school. ATSI designated BAA students who accumulate five excused or unexcused absences will be required to attend an attendance meeting with the counselor and attendance specialist to limit future absences. - LEA attendance specialists will work with school and attendance specialist to decrease the number of absences with ATSI designated BAA students - School behavior specialist and school counselor with monitor and work with ATSI designated BAA students on improving positive behaviors and decreasing behaviors that decrease learning time.	Implementation: - ATSI designated BAA students weekly class attendance rates report - Monthly SART meetings minutes and reports for ATSI designated BAA students. - ATSI designated BAA students monthly behavior incidents reports Effectiveness: - ATSI designated BAA students attendance rates will be 95% or higher - A chronic absence decrease by 5% in ATSI designated BAA students each month - A decrease in the number of chronically absent ATSI designated BAA students by 2 each month.	$	

Goal 5

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

This goal not established.

Goal 6

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

This goal not established.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Raleigh-Bartlett Meadows Elementary (792-2597) Public School - School Plan - Rev 0

2026-27 to 2028-29 School Plan Assurances

☑ * The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119.

2. Work in consultation with the LEA as the school develops and implements the plan.

3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school.

4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.

5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments.

7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.

☐ **If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:**

1. Help provide an accelerated, high-quality curriculum.

2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.