# Raleigh-Bartlett Meadows Elementary Annual Plan (2024 - 2025)

# Last Modified at Sep 23, 2024 11:00 AM CDT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **[G 1] Reading/Language Arts** \*\*\*RBM will increase ELA on-track and mastery proficiency rates in the 3-5 grade band\*\*\*\* from \*\*\*\*29.68% in SY24 to 39.68% in SY25.\*\*\* **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Universal Screener using IReady | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** Provide daily access to a rigorous reading/language arts curriculum that will develop students’ deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.  School level data shows the following for Fall 2024 Mastery Connect overall data results show overall 9.5% met plus exceeded in ELA. For Spring 2024 Mastery Connect results show overall 15.5% met plus exceeded in ELA. **Benchmark Indicator** \*\* Implementation\*\*  o Quarterly Formal Observation Tool  o Weekly lesson plans      \*\*Effectiveness\*\*  o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.  o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. | **[A 1.1.1] Participate in Weekly PLCs and Collaborative Planning** \* Teachers meet to create and align instruction to standards aligned performance-based objectives. \* Teachers collaborate on lesson planning. \* Focus instruction on teaching the academic vocabulary to students to understand the what and why of their learning task \* Implement the gradual release of responsibility instructional strategy to provide multiple opportunities to engage in standards based learning \* Teachers discuss ways to provide multiple opportunities for students to engage in reading, speaking, and writing from complex text. \* Teachers discuss ways to provide daily opportunities for students to engage in independent reading and writing assignment \* All teachers will participate in deliberate practice demonstrations and review delivery of instruction from peers. | Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 1.1.2] Use Researched Based District Approved Curriculum** \* Use the Wonders curriculum during core instruction. \* Create and align instruction to standards aligned objectives. \* Use the Ready Reading books and other materials provided by Curriculum Associates to supplement the core curriculum \* Use IReady teacher assigned lessons as an additional online supplemental tool to provide extra practice with ELA TN State standards during virtual learning. \* Follow district curriculum map and pacing as designed by the district to expand knowledge of standards by increasing instructional focus on all standards. | Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 1.1.3] Improving student achievement and growth by supporting rich learning environments.** Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support reading academic growth and achievement | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach | 04/15/2025 |  |  |
|  | **[A 1.1.4] Implement Parent Reading Night** \* Provide professional development to parents on how to help their child at home. \* Supply parents with resources to assist their child at home with literacy. | Dr. Isaac Robinson, Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 11/29/2024 |  |  |
| **[S 1.2] Professional Development** Provide professional development for teachers on how to articulate the instructional practice shifts that will improve teachers’ pedagogy of the content, master of standard look fors, students’ skill set, and students’ proficient reading level of grade supported texts. **Benchmark Indicator** \*\*Implementation\*\*  o Weekly collaborative planning agenda and minutes  o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes  \*\* Effectiveness\*\*  o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.  o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 1.2.1] Attend High Quality Professional Development** Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.  \*\*Acquire the following resources:\*\*  + In town and out of town PD to increase capacity of the Administration and the instructional leadership team. + In town and out of town PD to increase the capacity of parents and volunteers to support school-wide instruction. + In town and out of town PD to increase teacher capacity that supports the instructional program. + Updated technology for students and staff that meets the demands of blended learning resources in support of instruction in alignment with the curriculum. + Resources to support the development of new teachers. + General resources to support the instructional program. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 1.2.2] Provide High Quality Professional Development for RTI2** Teachers, educational assistants, and support teachers will attend PD to provide high quality intervention for Tier 2 and Tier 3 students who will be progress monitored. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist | 05/30/2025 |  |  |
|  | **[A 1.2.3] Attend Standards Aligned Professional Development** \* The ILT will attend and facilitate PD with iReady Reading and Wonders to increase the fidelity and efficiency of instructional implementation within the classroom and classroom learning space. \* Teachers will participate in standards aligned PD at the school and District level on implementing rigorous instruction that aligns to the TN State Standards. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** \*\*Implementation\*\*  o Monthly progress monitoring data  o Monthly data meeting agenda and minutes  \*\*Effectiveness\*\*  o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.  o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. | **[A 1.3.1] Provide Quality Reading Intervention to Tier 2 and Tier 3 Students** \* Create and implement a 45-minute school-wide intervention block \* Provide explicit foundational literacy and grammar instructions for grades K-5 \* Assign all students (Tier 1, 2 and 3) iReady Reading instructional leveled lessons according to students' lowest (progressive) deficit areas \* Access 45 minutes or more of iReady Reading weekly \* Monitor, with fidelity, weekly iReady usage and performance | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist | 05/30/2025 |  |  |
|  | **[A 1.3.2] Provide Quality Reading Instruction for Tier 1 Students** \* All Tier 1 students will be provided with Ready Lessons on their instructional level \* Access 45 minutes or more of iReady Reading weekly using computers and tablets w/wireless mouse for improved functionality of iReady \* Monitor with fidelity, weekly iReady usage and performance. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist | 05/30/2025 |  |  |
|  | **[A 1.3.3] Provide Additional Reading Intervention** \* Provide Learning Lab support to allow students additional access to IReady intervention to complete MyPath lessons that address learning deficits in reading. \* Provide pull out supports utilizing support staff, teacher assistants, and specialized education assistants to address identified skill deficits in reading for intervention students | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Tameka Stout, Interventionist | 05/30/2025 |  |  |
| **[G 2] Mathematics** \*\*\*RBM will increase MATH on-track and mastery proficiency rates in the 3-5 grade band\*\*\*\* from \*\*\*\*12.8% in SY24 to 22.8% in SY25.\*\*\* **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Universal Screener IReady | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum 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. **Benchmark Indicator** \*\* Implementation\*\*  o Quarterly Formal Observation Tool  o Weekly lesson plans      \*\*Effectiveness\*\*  o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.  o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. | **[A 2.1.1] Participate in Weekly PLCs and Collaborative Planning** \* Teachers meet to create and align instruction to standards aligned performance-based objectives. \* Teachers collaborate on lesson planning. \* Focus instruction on teaching the academic vocabulary to students to understand the what and why of their learning task. \* Implement the gradual release of responsibility instructional strategy to provide multiple opportunities to engage in standards based learning. \* Teachers discuss ways to provide multiple opportunities for students to engage in reading, speaking, and writing from complex text. \* Teachers discuss ways to provide daily opportunities for students to engage in independent reading and writing assignment. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; | 05/30/2025 |  |  |
|  | **[A 2.1.2] Use Researched-Based District Approved Curriculum** \* Use the district approved curriculum and other supplemental resources to teach math \* Create and align instruction to standards aligned objectives. \* Use IReady teacher assigned lessons as an additional online instructional tool to provide extra practice with the math TN State standards during technology learning center \* .Follow district curriculum map and pacing as designed by the district to expand knowledge of standards by increasing instructional focus on all standards. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 2.1.3] Improving student achievement and growth by supporting rich learning environments.** Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support math academic growth and achievement. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 02/28/2025 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** \*\*Implementation\*\*  o Weekly collaborative planning agenda and minutes  o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes  \*\* Effectiveness\*\*  o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.  o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 2.2.1] Attend High Quality Professional Development** \* Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 06/30/2025 |  |  |
|  | **[A 2.2.2] Attend Standards-Aligned Professional Development** \* The principal will include the ESL teacher, SPED teacher, and CLUE teacher as part of the ILT team to ensure that all students are receiving quality grade-level access to standards aligned instruction (with appropriate scaffolds as needed). \* The ILT will attend and facilitate PD with iReady Math to increase the fidelity and efficiency of instructional implementation within the classroom and virtual learning space. \* Teachers will participate in standards aligned PD at the school and District levels on implementing rigorous instruction that aligns to the TN State Standards. \* The RTI Team and teachers will work cooperatively to identify students' deficit areas and plan and implement instructional strategies that will bridge the gap to achieving mastery of the TN Ready State Standards. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 2.2.3] Attend Standards-Based Training** \* All teachers will participate in vertical teams training to understand and identify the level of progression of state standards to support student learning in math. \* Teachers will participate in district mandated training to develop understanding of curriculum navigation and pacing tools. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.      \*\* Targeted Intervention and Personalized Learning Action Steps\*\*  \* Calendar Data Team meetings for the school year to provide all members prior notice for priortizing the meeting. \* Create an assessment schedule to promote fildelity of the assessment process. \* Hire before school tutoring staff and send initial invitation for participation to as-risk students. \* Observe ESL, SPED and CLUE teachers to ensure implementation of student plans and high quality instruction.     \*\*Acquire the following resources:\*\*  \* Additional personnel to assist with the intervention process/program. \* Additional personnel to assist with tutoring students. \* Resources to facilitate and enhance the intervention process. \* Resources to assist with planning for all staff members. \* Updated technology to meet the demands of personalized learning platforms and resources.     \*\* \*\* **Benchmark Indicator** \*\*Implementation\*\*  o Monthly progress monitoring data  o Monthly data meeting agenda and minutes  \*\*Effectiveness\*\*  o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.  o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. | **[A 2.3.1] Targeted Intervention & Personalized Learning** \* Calendar Data Team meetings for the school year to provide all members prior notice for priortizing the meeting. \* Create an assessment schedule to promote fildelity of the assessment process. \* Hire before school tutoring staff and send initial invitation for participation to as-risk students. \* Observe ESL, SPED and CLUE teachers to ensure implementation of student plans and high quality instruction.     \*\*Acquire the following resources:\*\*  \* Additional personnel to assist with the intervention process/program. \* Additional personnel to assist with tutoring students. \* Resources to facilitate and enhance the intervention process. \* Resources to assist with planning for all staff members. \* Updated technology to meet the demands of personalized learning platforms and resources. | Dr. Isaac Robinson, Principal | 11/29/2024 |  |  |
|  | **[A 2.3.2] Provide Quality Math Intervention** \* Assign all students (Tier 1, 2 and 3) iReady Math instructional leveled lessons according to students' lowest (progressive) deficit areas \* Access 45 minutes or more of iReady Math weekly \* Monitor, with fidelity, weekly iReady usage and performance | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 2.3.3] Increased Staffing for Intervention** \* Create universal intervention block to increase manpower for intervention supports to include support staff for intervention groups. \* Create and implement a 45-minute school-wide intervention block to provide additional instruction and support \* Train and utilize specialized education assistants, educational assistants, and all support teachers to provide high quality intervention for Tier 2 and Tier 3 students who will be progress monitored | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 10/01/2024 |  |  |
| **[G 3] Safe and Healthy Students** \*\*\*RBM will increase the school-wide attendance rate\*\*\*\* from \*\*\*\*89.9% in SY24 to 94.9% in SY25.\*\*\* **Performance Measure** 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** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** \*\*Implementation\*\*  o 20-day attendance reports  o 20-day behavior reports  \*\* Effectiveness\*\*  o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.  o 20-day behavior reports will reflect a 5% decrease in the number of student infractions. | **[A 3.1.1] Supports for chronic attendance and behavior** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  \* Develop a chronic absenteeism task force to implement the chronic absenteeism reduction plan for chronically absent and truant students. \* Increase family engagement to encourage parental support of the instructional program to positively impact attendance and student behavior. \* Develop a progressive discipline plan committee to support positive student behaviors. \* Implement a school-wide progressive discipline plan with embedded behavior interventions.(rewards/consequences) \* Staff PD on school-wide progressive discipline plan to address social and emotional learning. \* Open the falcon store with regularity (coupled with other incentives to encourage positive behavior. \* Monthly data team meetings with teachers, administration, professional school counselor, social worker and school psychologist to address implications of attendance and behavior on academics. \* Monitor student and school level data in Power BI/ \* Maintain relationship with SEED to support student attendance.     \*\*Acquire the following resources:\*\*  \* Resources to improve two-way communication with parents to promote family engagement. \* Resources to provide PD for families to support targeted interventions/supports. \* In town and out of town PD to assist with interventions and initatives for positive behavioral supports. \* General resources to facilitate implementation of targeted behavior and attendance interventions and support. \* Acquire personnel to assist with implementation of attendance and behavior interventions and supports. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; | 05/30/2025 |  |  |
|  | **[A 3.1.2] Develop Behavioral Interventions and Targeted Support** The following initiatives will be used as interventions and targeted support to RBM's increase attendance rate:  \* Implement Jean Friday for classes with no discipline infractions. \* Resume "Say Me" Mentoring Group for boys to increase self-esteem and build capacity to make better choices, and strengthen academic achievement. \* Participate in weekly/monthly activities to support the group's goals \* Participate in weekly/monthly activities to support the group's goals \* Execute monthly field excursions that connect to learning, attendance, and behavior. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach; Candice Mosby, Professional School Counselor; | 05/30/2025 |  |  |
|  | **[A 3.1.3] Create an Attendance Team to Monitor Grade-Level Absences** \* Dean of Students, School Counselor, Attendance Liason, Behavioral Specialist, Assistants and support teachers will serve as an attendance liaison to contact parents regarding absences. \* The Attendance Team will monitor implementation of RTI-B guidelines and expectations. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist | 05/30/2025 |  |  |
| **[S 3.2] Professional Development** Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** \*\*Implementation\*\*  o Annual RTI2-B data training agenda and minutes  o Annual SART and SARB training agenda and minutes  \*\*Effectiveness\*\*  o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.  o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. | **[A 3.2.1] Quality Professional Development** PD to support implementation of targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  \* In town and out of town staff PD on strategies to reduce chronic absenteeism \* Training for families to develop school partnerships that positively impact student attendance and behavior. \* Staff PD on the implementation of the progressive discipline plan to support postive student behaviors. \* Staff PD on Re-Think Ed to address social and emotional learning. \* Open the falcon store with regularity (blended with other incentives to encourage positive behavio)r. \* Monthly data team meetings with teachers, administration, professional school counselor, social worker and school psychologist to address implications of attendance and behavior on academics. \* Monitor student and school level. \* Maintain relationship with SEED to support student attendance.     \*\*Acquire the following resources:\*\*  \* Resources to improve two-way communication with parents to promote family engagement. \* Resources to provide PD for families to support targeted interventions/supports. \* In town and out of town PD to assist with interventions and initatives for positive behavioral supports. \* General resources to facilitate implementation of targeted behavior and attendance interventions and support. \* Acquire personnel to assist with implementation of attendance and behavior interventions and supports. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist | 05/30/2025 |  |  |
|  | **[A 3.2.2] Provide Social Emotional Learning Professional Development** \* Participate in ACES (Adverse Childhood Experience) SEL (Social-Emotional Learning) PD to gain understanding of how adverse situations negatively affect students \* Learn strategies to build teacher capacity with dealing with SEL students \* Focus on positive SEL strategies during morning meeting, and Falcon Focus Learning Reflection | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist | 05/30/2025 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** \*\*Implementation\*\*  o Semesterly parent surveys  o Quarterly parent meeting agenda and minutes   o Semesterly parent-teacher conference sign-in sheets/minutes  \*\*Effectiveness\*\*  o Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.  o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. | **[A 3.3.1] Increase Family Engagement** Promote and implement effective parent, family, and community engagement initiatives that support safe schools which will improve student attendance and behavior.  \* Hire a Family and Community Engagement Specialist \* Calendar yearly events/activities that will engage parents on campus. \* Identify community leaders. \* Charter a Parent Teacher Organization \* Identify social media specialists to promote instructional and special programming. \* Identify commuinity partners to support school programs and initiatives.     Acquire the following resources;  \* Resources for the parent resource room. \* Technology for the Family and Community Engagement Specialist. \* Personnel to assist with family engagement. \* Community adopters. \* General resources to facilitate engagement events (including office supplies, entertainment, hygiene/grooming resources, school supplies, backpacks, food, beverages etc.) \* In town and out of town PD for staff that supports effective family engagement. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Candice Mosby, Professional School Counselor; Sharita Luellen, Attendance Liason; Saafir Muhammad, Behavioral Specialist | 05/30/2025 |  |  |
|  | **[A 3.3.2] Annual Title 1** \* Engage parents in the development of a share vision and mission \* Engage parents in the development of the the Family Engagement Plan and Home-School Compact \* Engage parents in the development of the School Improvement Plan (SIP) | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 08/29/2024 |  |  |
|  | **[A 3.3.3] Invite Parents to School-Wide Events** \* Notify parents of student's progress in a timely manner \* Celebrate various heritage months including Hispanic Heritage and Black History Month \* Provide communication in native languages (as applicable) \* Provide parents with a school-wide calendar of events \* Muffins with Moms/Donuts with Dads \* Family Reading Night \* Family STEM Night \* Quarterly Project Showcase to view student projects | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Robinson, PLC Coach | 05/30/2025 |  |  |
| **[G 4] Early Literacy** \*\*\*RBM will increase early literacy proficiency for K-2 students \*\*\*\*by 10 percentage points \*\*\*\*from 47.5% SY24 to 57.5% SY25.\*\*\* **Performance Measure** IReady Universal Screener for Fall/Winter/Spring. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Professional Learning** Provide ongoing, high quality professional development that will build and strengthen the foundational literacy knowledge of school leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. **Benchmark Indicator** \*\*Implementation\*\*  o Weekly collaborative planning agenda and minutes  o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes  \*\*Effectiveness\*\*  o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.  o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 4.1.1] Attend High Quality Professional Development** Teachers and administrators will participate in town and out of town conferences and trainings based on the academic and social needs of the students of Raleigh-Bartlett Meadows to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.  \* Quarterly Foundational skills PD offered during faculty meetings and vertical teams meetings. \* Individualized coaching sessions for foundational literacy aligned to the specific needs of RBM. \* Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement. \* Model literacy best practices for K-2 teachers. \* Teachers who demonstrate high performance in teaching Reading and Language Arts are paired with lower performing teachers in an effort to improve student achievement. \* Collaborative lesson planning to ensure equity of instruction across the grade levels. \* In town and out of town PD to build the capacity of all staff members to provide effective foundational skills instruction in alignment with research based best practices. \* Master schedule reflects time for collaborative learning opportunities for teachers to ensure equitable foundational literacy skills instruction school-wide .     Acquire the following resources:  \* General and technology resources needed to facilitate school-based PD and individual coaching sessions. \* General and technology resources needed to facilitate foundational literacy instruction in individual classrooms. \* In town and out of town PD to build the capacity of all staff members to provide effective foundational skills instruction in alignment with research based best practices. | Dr. Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 4.1.2] Participate in Weekly PLCs and Collaborative Planning** \* Teachers meet to create and align instruction to standards aligned objectives. \* Teachers collaborate on lesson planning. \* Implement the gradual release of responsibility instructional strategy to provide multiple opportunities to engage in standards based learning \* Teachers discuss ways to provide multiple opportunities for students to engage in reading, speaking, and writing from complex text. \* Teachers discuss ways to provide daily opportunities for students to engage in independent reading and writing assignment | Dr. Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach | 05/30/2025 |  |  |
|  | **[A 4.1.3] Implement Triple T (Teachers Teaching Teachers)** \* Teachers who demonstrate high performance in teaching Reading and Language Arts are paired with lower performing teachers in an effort to improve student achievement. | Dr. Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach | 05/30/2025 |  |  |
| **[S 4.2] Early Literacy Opportunities** 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. **Benchmark Indicator** \*\*Implementation\*\*  o Weekly lesson plans  o Quarterly student work samples  \*\* Effectiveness\*\*  o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.  o Quarterly review of student work samples will show students’ mastery of standards at 70% or higher. | **[A 4.2.1] Access to Early Literacy** Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.  \* Provide intensive, explicit teaching of foundational skills to ensure mastery of grade level standards and expectations. \* Assign i-Ready Reading lessons to address foundational literacy deficits in alignment with individual student needs. \* Have students use technology to improve the functionality of i-Ready online instruction \* Use weekly data from various sources to inform planning and drive instruction. \* .Provide multiple opportunities for students to engage in independent learning opportunities to practice foundational literacy skills. \* Provide an additional hour of intervention weekly during support via the school-wide master schedule. \* Education assistants provide small group pull out in addition to teacher's blended learning rotation. \* Increase family engagement and provide strategies for parents to partner with the school to improve students' foundational literacy skills. | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach; | 05/30/2025 |  |  |
|  | **[A 4.2.2] Improving student achievement and growth by supporting rich learning environments.** Raleigh Bartlett Meadows will secure supplies, materials, equipment and resources to support reading academic growth and achievement | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach; | 04/15/2025 |  |  |
|  | **[A 4.2.3] Use Researched-Based District Approved Curriculum** \* Use Wonders curriculum during core instruction \* Create and align instruction to standards aligned objectives \* Use the IReady teacher assigned lessons digital tool to facilitate prerequisite learning and other materials provided by Curriculum Associates to supplement the core curriculum | Dr. Isaac Robinson, Principal; Kevin Jordan, Dean of Students; Denise Briggs Robinson, PLC Coach; | 05/30/2025 |  |  |