Oakshire Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in English Language Arts for grades 3-5 from 33.9% in 2024-2025 to 38% for the 2025-2026 SY.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

IReady

Aimsweb Plus

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. **Benchmark Indicator** **Benchmark Indicator** ** Implementation**	**[A 1.1.1] Support Rich Learning Environments** To support and enhance the learning environment throughout the year by providing the following: supplies, materials, equipment, and support for classroom instruction such as computers, computer carts, deployment of computers, warranty of computers, smart boards, warranty of smart boards, clickers, document cameras, printers, printer ink, poster maker ink, chart paper, pencils, pens, staplers, glue, folders, construction paper, notebook paper, pencil sharpeners, workbooks, and etc. for student and teacher use.	Lakessa Johnson, Rosalind Blake, Terence Bobo, Latasha Harris	05/22/2026		

o Quarterly School-wide Formative Assessments o Weekly Informal Observation Tool and rubric o Daily exit tickets ** Effectiveness** o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Daily exit tickets will reflect at least 90% of students scoring 80% or higher. #####					
	[A 1.1.2] Provide Access to Rigorous Curriculum Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	Lakessa Johnson, Rosalind Blake, Latasha Harris	05/22/2026		
	[A 1.1.3] Conduct Classroom Observation and Implement Feedback Alignment We will utilize formal (TEM rubric) and informal (Instructional Practice Quick Visit Form) observation process throughout the year to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs.	Lakessa Johnson, Rosalind Blake, Terence Bobo, Latasha Harris	05/22/2026		

	[A 1.1.4] Use of Common Formative Assessments Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress. Quarterly Assessments	Lakessa Johnson, Rosalind Blake, Latasha Harris and Terence Bobo	04/24/2026		
	[A 1.1.5] Implementation of Effective Common Planning We will monitor effective delivery of standards aligned to instruction throughout the year. Teachers will collaborate to develop effective lesson plans.	Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Lori Streeter	05/15/2026		
	[A 1.1.6] Implement Centers/Literacy Stations Students rotate to centers for instruction, practice and remediation on literacy components are implemented during station rotation throughout the year.	Lakessa Johnson, Rosalind Blake, Latasha Harris	05/15/2026		
[S 1.2] Professional Development Provide professional development for elementary teachers, administrators, and instructional leaders that focuses on articulating and applying key instructional practice shifts. Sessions will emphasize strengthening teachers' pedagogy in core content areas, deepening understanding and use of standard "look fors," and building students' foundational literacy and academic skills. The training will also highlight strategies that support students in developing proficiency with grade-level texts, ensuring they are able to read, comprehend, and apply learning across subjects. **Benchmark Indicator** **Implementation** o Weekly collaborative and PLC planning agenda and minutes o Monthly professional development agenda and	**[A 1.2.1] Conduct Weekly PLC Meetings and Bi Weekly ILT Meetings** Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers.	Lakessa Johnson, Latasha Harris and Rosalind Blake	05/22/2026		

minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes ** Effectiveness** o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. 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 1.2.2] Provide Teacher Support Instructional Facilitator and PLC Coach will provide coaching, mentoring , and lesson plan support to teachers throughout the school year.	Rosalind Blake and Lakessa Johnson	05/22/2026		
	[A 1.2.3] Attend PD and Summer PD Sessions School site and district offered professional development will be put in (PLZ) Weekly. Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend.	Lakessa Johnson, Rosalind Blake	05/22/2026		
	[A 1.2.4] Conduct Parent Training Sessions for parents monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement.	C. Daniel, L. Johnson, R. Blake	04/30/2026		
	[A 1.2.5] Attend Zone Meetings Various professional development sessions	Dr. Terence Bobo Lakessa	05/15/2026		

	facilitated by Zone Coaches and curriculum/subject experts. This institute consist of all content subjects as well all non content areas. Various Professional development sessions will be held focusing on our foci throughout the school year.	Johnson Rosalind Blake Latasha Harris			
[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 data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks ** Effectiveness** o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 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. o Weekly 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. #####	**[A 1.3.1] Implement Response to Intervention** Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the need of each learner. The admin team implement a scheduled intervention time daily for all students at their various levels (Tier 2, &3). Identification of Tier II and Tier III students by utilizing the Aimsweb Plus formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week. Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily.	Lori Streeter, Rosalind Blake, and Lakessa Johnson	05/22/2026		

	[A 1.3.2] Implement Target Support for Ongoing Learning (Tutoring) Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills with individualized attention.	L. Johnson	04/30/2026		
[S 1.4] Early Literacy Opportunities Provide students with early learning (literacy) opportunities that nurture their academic, social, and emotional growth, while building a seamless continuum of learning that supports long-term success. **Benchmark Indicator** ** Implementation** o Weekly Informal Observation Tool and rubric o Weekly lesson plans o Daily exit tickets ** Effectiveness** o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. 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 Daily exit tickets will reflect at least 90% of students scoring 80% or higher.	**[A 1.4.1] Utilize Assessment Tools** Utilize District and School Formative Assessment Tools to guide instruction and develop individualized learning opportunities K-2 students to ensure readiness skills.	Lori Streeter Rosalind Blake, Lakessa Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha McGee, Lakisha Bass , Stephanie Griffin, Aryss Tolbert	05/15/2026		
	[A 1.4.2] Implement Early Literacy Intervention Utilize one -on-one tutoring and online assessment	Lori Streeter Rosalind Blake, Lakessa	05/15/2026		

	tools as a tiered intervention method for K-2 students.	Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha McGee, Stephanie Griffin, Lakisha Bass,			
	[A 1.4.3] Utilize Phonics Resources Identify and select a universal phonics program for students in Grade K-2 students.	Lori Streeter Rosalind Blake, Lakessa Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha McGee, Lakisha Bass , Stephanie Griffin	05/15/2026		

[G 2] Mathematics

By Spring 2026, through the implementation of a standards-aligned core curriculum in every mathematics classroom, students will receive a high-quality and equitable education. Teachers and school leaders will strengthen their pedagogy in mathematics standards through a comprehensive professional development program designed to support key instructional shifts. In addition, students who struggle to develop procedural fluency and conceptual understanding will receive targeted interventions throughout the school year to help them achieve academic proficiency.

Performance Measure

Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in Math for grades 3-5 from 20.2% in 2024-2025 to 25.2% for the 2025-2026 SY.

Performance will be measured using the following tools:

District Formative Assessments TNReady Assessment IReady Aimsweb Plus					
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 o Daily exit tickets ** 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] Support Rich Learning Environments** Secure supplies, materials, equipment, and support for classroom instruction.	Lakessa Johnson, Rosalind Blake	04/30/2026		

o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 2.1.2] Provide Access to Rigorous Curriculum Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards throughout the year. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	Lakessa Johnson and Rosalind Blake	04/30/2026		
	[A 2.1.3] Conduct Classroom Observation and Implement Feedback Alignment We will utilize formal (TEM rubric) and informal (Walkthrough Form) observation process to provide regular feedback to teachers throughout the year to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs.	Lakessa Johnson, Rosalind Blake, Terence Bobo, and Latasha Harris	04/30/2026		
	[A 2.1.4] Use of Common Formative Assessments Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress.	Lakessa Johnson, Rosalind Blake, Latasha Harris, and Terence Bobo	05/22/2026		
	[A 2.1.5] Implementation of Effective Common Planning We will monitor effective delivery of standards aligned to instruction weekly. Teachers will collaborate to develop effective lesson plans.	Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Lori Streeter	04/30/2026		
	[A 2.1.6] Align Resources Provide teachers with instructional reading and math resources for Tier 1 Instruction aligned to the TN Academic standards including curriculum maps, math manipulative, pacing guides and classroom protocols in order to improve the delivery of good first teaching.	Terence Bobo, Rosalind Blake, Lakessa Johnson	04/30/2026		

[S 2.2] Professional Development	[A 2.2.1] Conduct Weekly PLC Meetings and Bi Weekly ILT Meetings	Lakessa Johnson and Rosalind Blake	05/22/2026		
Provide professional development for elementary teachers, administrators, and instructional leaders that focuses on articulating and applying key instructional practice shifts. Sessions will emphasize strengthening teachers' pedagogy in core content areas, deepening understanding and use of standard "look fors," and building students' foundational literacy and academic skills. The training will also highlight strategies that support students in developing proficiency with grade-level texts, ensuring they are able to read, comprehend, and apply learning across subjects. **Benchmark Indicator** ** Implementation** o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes ** Effectiveness** o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. 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.	Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers.				

	[A 2.2.2] Provide Teacher Support Instructional Facilitator and PLC Coach will provide coaching, mentoring, and lesson plan support to teachers throughout the year.	Rosalind Blake, LaTasha Harris and Lakessa Johnson	05/22/2026		
	[A 2.2.3] Participate in Zone Meetings Various professional development sessions facilitated by zone coaches and curriculum/subject experts. This institute consist of all content subjects as well all non content areas. Various Professional development sessions will be held focusing on the school and zone foci throughout the school year.	Terence Bobo	05/22/2026		
	[A 2.2.4] Attend PD and Summer PD Sessions School site and district offered professional development will be put in (PLZ) Weekly. Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend.	Lakessa Johnson Terence Bobo Latasha Harris and Rosalind Blake	06/26/2026		
	[A 2.2.5] Conduct Parent Training Sessions for parents will be held monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement.	C. Daniels, L. Johnson, R. Blake	05/22/2026		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** ** Implementation**	**[A 2.3.1] Implement Response to Intervention** Identification of Tier II and Tier III students by utilizing IREADY formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week. Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily.	Lori Streeter, Rosalind Blake, and Lakessa Johnson	05/22/2026		

o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Weekly fidelity checks **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. o Weekly 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.					
	[A 2.3.2] Provide Personalized Math Supports (Extended Learning) Provided targeted enrichment and support for students using District-provided online intervention tools, differentiated and classes with fidelity and differentiated instruction and enriched classes. The following will be implemented throughout the year. Extended Learning, Saturday Schools, Tutorial Time, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with disabilities (SWD)	Lakessa Johnson, April Brooks, Carol Powell, Rosalind Blake, Brittany Webb, Alexandria Berryhill	05/22/2026		
	[A 2.3.3] Implement Progress Monitoring Create and Implement a systematic approach to monitoring the implementation of the math intervention and using the data to drive instruction throughout the year.	Lakessa Johnson and Lori Streeter	05/22/2026		
	[A 2.3.4] Provide Target Support for Ongoing Learning (Tutoring) Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject	Lakessa Johnson	05/22/2026		

	comprehension, boost confidence, and build important learning skills with individualized attention.				

[G 3] Safety and Healthy Students

Oakshire Elementary will strengthen its commitment to creating a safe, supportive, and healthy learning environment by increasing school-level interventions and supports. The school will improve its progressive discipline implementation, ensuring that students receive timely, developmentally appropriate, and restorative supports. In addition, Oakshire will expand social-emotional learning opportunities, provide staff with ongoing training in trauma-informed practices, and increase access to wellness resources for students and families. These efforts will promote positive behavior, reduce repeated infractions, and foster a culture of safety, respect, and belonging throughout the school.

Performance Measure

For 2025/2026 Oakshire will continue to increase school level supports by reducing chronically out of school students.

Oakshire Elementary School will reduce the chronic absenteeism rate from 92.9% in 2024-2025 to 94.5% in 2025-2026.

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point
* Attendance Sheets
* Attendance Trackers
* SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and identified behavioral needs and provide appropriate student supports. (RTI-B) for all students. **Benchmark Indicator** ** Implementation** o 20-day attendance reports o 20-day behavior reports	**[A 3.1.1] Implement Positive Behavior Intervention Support (PBIS, RTIB2)** Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students. Positive Behavioral Intervention strategies inclusive of rewards and consequences. Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students.	Dale Stokes, Jo Carter, Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Clarence Daniels	05/22/2026		

o 20-day suspension report ** 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. o 20-day suspension reports will reflect a 5% decrease in the student suspension rate.					
	[A 3.1.2] Utilize Intervention Teams Utilize cross-functional teams to complete SART Team Meetings and Stat Cycles that review attendance, chronic absenteeism , and behavioral data to identify at-risk students.	D. Stokes, Jo Carter, S. Williams, T. Ward, C. Daniel	05/22/2026		
	[A 3.1.3] Implement Intervention Programs for Students Implement Intervention Programs to encourage positive and safe behavior among students.	Terence Bobo, Dale Stokes, Jo Carter, Clearance Daniel	05/22/2026		
	[A 3.1.4] Utilize Family Engagement Specialist Works with parents to decrease chronic absenteeism and discipline referrals.	Clearance Daniel, (Family Engagement Specialist)	05/22/2026		
[S 3.2] Professional Development Provide professional development for elementary teachers, administrators, and instructional leaders that focuses on articulating and applying key instructional practice shifts. Sessions will emphasize strengthening teachers' pedagogy in core content areas, deepening understanding and use of standard "look fors," and building students' foundational literacy and academic skills. The training will also highlight strategies that support students in developing proficiency with grade-level texts, ensuring they are able to read, comprehend, and apply learning across subjects.	**[A 3.2.1] Quarterly Reports will be shared district-wide.** Provide Principals, Teachers and Staff, School Counselors, and PBIS Team on professional development to address student discipline, attendance, and chronic absenteeism.	Dale Stokes, Clarence Daniel, S. Williams, T Ward	05/22/2026		

Benchmark Indicator ** Implementation** o Semesterly RTI2-B data 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 3.2.2] Conduct Parent Meetings/ Training Sessions for parents to help decrease discipline/social needs. It is a great opportunity to share discipline/emotional progress and growth in the classroom. It is a great way to gain parental involvement.	Clarence Daniel and Dale Stokes	05/22/2026		
	[A 3.2.3] Participate in Student Attendance Works Training This training will discuss the importance of reducing chronic absenteeism, uncover specified reasons for absences, spell out the effects of missing school and develop solutions. This training will be implemented for parents and families as they are the first line of prevention and early outreach.	Dale Stokes, Clarence Daniels, T. Ward, S. Williams, Terence Bobo, Lakessa Johnson, Rosalind Blake	05/22/2026		
	[A 3.2.4] Attend Zone Meetings Professional development sessions focusing on the foci. Professional development to inspire staff to learn from experts; model schools and innovative districts to grow our school staff.	Terence Bobo (Principal)	05/22/2026		
[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	**[A 3.3.1] Employ a Family Engagement Specialist** Continue to have a part-time family engagement specialist that works specifically with families on attendance issue.	Clarence Daniel	05/22/2026		

and behavior by positively impacting the overall academic success of students. **Benchmark Indicator** **Implementation** o Quarterly 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 Quarterly parent meetings will result in an increase in participation by at least 10%. o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.					
	[A 3.3.2] Implement Safe Tips Area/Line Maintain a Safe Tips Area/Line that provides students, parents, community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools.	Dale Stokes, Clerance Daniels, S. Williams, Jo Carter, T.Ward	05/22/2026		
	[A 3.3.3] Implement Parent Ambassadors Program Strengthen the Parent Ambassadors program to inform and involve families on important topics in PTO and leadership council meetings(school readiness, curriculum, safe schools, attendance, etc.)	Beverly Davis, Clarence Daniel and Lakessa Johnson	05/22/2026		

	[A 3.3.4] Conduct Annual Title I Meeting Parents come to learn about the state of the school and resources available to assist all students with academic and mental/physical growth.	Lakessa Johnson (PLC Coach)	09/26/2025		
	[A 3.3.5] Conduct Muffins with Moms Parent Meeting This event brings in students' mothers or mother like figures to increase bonding opportunities with their children and build positive spirits. Mothers learn how the social and mental state of students is very important for students to learn and thrive in an education environment.	Lakessa Johnson (PLC Coach) Rosalind Blake (Dean of Students) Clerance Daniel, Lori Streeter	12/12/2025		
	[A 3.3.6] Conduct Donuts with Dad W.A.T.C.H. Dogs Meeting This event brings in students' fathers or father like figures to increase bonding opportunities with their children and build positive spirits. Fathers learn how the social and mental state of students is very important for students to learn and thrive in an education environment. Fathers will also have the opportunity to assist with morning duty and afternoon duty to help with school safety.	Latasha Harris, Clarence Daniel, Terence Bobo, Lakessa Johnson (PLC Coach) Rosalind Blake (Dean of Students)	12/12/2025		
	[A 3.3.7] Utilize Parent University Resource Center The center is a safe haven for parents to use technology for job applications, school work, GED, personal business (Online banking, online bill pay, etc) email access, and printing. The space also has office supplies and other materials to ensure daily success for parents.	Clarence Daniels (Family Engagement Specialist)	05/22/2026		
	[A 3.3.8] Implement Read for the Record Community leaders, parents and community volunteers come to read to all students, to encourage literacy and the importance of reading and comprehension.	Sharon Green (Librarian) Lakessa Johnson (PLC Coach)	05/22/2026		
	[A 3.3.9] Host Community Read Day (Literacy Day/Night) Community leaders, parents and community	Sharon Green (Librarian) Dale Stokes	05/22/2026		

	volunteers come to read to all students, to encourage literacy and the importance of reading and comprehension	(Counselor) Lakessa Johnson(PLC Coach)			