Craigmont Middle Annual Plan (2024 - 2025)

Last Modified at Oct 04, 2024 01:25 PM CDT

[G 1] Reading/Language Arts
CMS will improve meeting/exceeding expecation percentages in grades 6-8 from 18.7% in 2023-2024 to20.6% in 2024-2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using Mastery Connect

Common Formative Assessments using IXL

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** **Implementation** * Quarterly School-wide ELA Common Formative Assessments * Weekly information observation tool and rubric * Quarterly Formal Observation Tools * Quarterly Data Dig Minutes * Weekly lesson plans * Quarterly student work samples * Daily exit tickets	**[A 1.1.1] Support Rich Learning Environments** Students and teachers will be provided with additional materials, personnel, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups.	Principal Haywood, G. Long, D. Davenport	05/23/2025		

Effectiveness * Quarterly School-wide ELA Common Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly information observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessment with a score of 80% or higher. * Weekly lessons plan checks will reflect that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Quarterly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% of higher.					
	[A 1.1.2] Use of Common Formative Assessments to Measure Student Progress Grade level/content specific common assessments created by school personnel.	G. Long, M.Monroe, V.White, A.Tutton, D.Whitaker, Whitely, R.Williams, A.Dunlap A.Gilbert, M.Falls, D.Campbell	05/23/2025		

	[A 1.1.3] CONDUCT WEEKLY COLLABORATIVE PLANNING MEETINGS Teachers will meet in content level PLCs to analyze standards and assessments. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.	G. Long, M.Monroe, V.White, A.Tutton, D.Whitaker, Whitely, R.Williams, A.Dunlap A.Gilbert, M.Falls, D.Campbell	05/23/2025		
	[A 1.1.4] Provide technology to enhance ELA instruction In order to provide rigorous instruction, technology will be provided to the student and teachers. Both will utilize interactive whiteboards in the classrooms and computer learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided access to printing & copying equipment that prints and/or copies lesson plans, instructional materials and intervention/enrichment materials for student achievement, as needed. Student will be provided access to computer technology to engage in research, instructional learning programs and interactive academic practice supplementary to instruction while at home or school. Document cameras will be available to teachers as a visual aid for daily instruction. Teachers and students will be provided with software and computer applications that promoter student engagement. IXL will be provided.	Principal Haywood, G. Long, C. Carpenter	05/23/2025		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors 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.	[A 1.2.1] Professional Learning Community Meetings Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.	G. Long, L.Monroe, V.White, A.Tutton, D.Whitaker, Whitely, R.Williams, A.Dunlap A.Gilbert,	05/23/2025		

Benchmark Indicator **Implementation** * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly professional development agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes **Effectiveness** * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10% * Bi-weekly admin meetings will monitor classroom observation that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.		M.Falls, D.Campbell			
	[A 1.2.2] Instructional Coach & Site Based Content Lead The district ELA instructional coach and site-based content lead will provide content coaching and in class support for teachers as needed, and whole PD when indicated for teachers throughout the year.	L. Haywood, G. Long, D. Campbell, D.Whitaker	05/23/2025		
	[A 1.2.3] PARTICIPATE IN SCHOOL BASED, DISTRICT BASED, WEB BASED, LOCAL AND OUT OF TOWN PROFESSIONAL DEVELOPMENT	L. Haywood	06/30/2025		

	Continue to make available PD (school based, district, in town and out of town) aligned to TN State Standards for the Instructional Leadership Team, principal, assistant principal, PLC coach, Instructional Facilitator, Optional School Coordinator, teachers and staff.				
	[A 1.2.4] NEW TEACHER MENTORING Monthly new teacher mentoring sessions	L. Haywood	05/23/2025		
	[A 1.2.5] PARENT TRAININGS/WORKSHOPS Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to state standards and how to access supplementary materials to use at home. Parents will be provided with resources, materials and supplies.	L. Haywood	06/30/2025		
	[A 1.2.6] Complete District Required ELA Professional Development Training The district will provide teachers with the opportunity to study, practice and receive critical feedback. All classroom teachers throughout the district are required to earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 2024-2025 school year. These hours are broken down into four components: District Learning Days, school-based, network and choice. These PD opportunities can include, but are not limited to training on t understanding, interpreting and delivery ELA standards utilizing the My Perspective curriculum.	L. Haywood, Principal, G. Long, PLC Coach, C. Carpenter, Instructional Facilitator	05/23/2025		
	[A 1.2.7] Professional Development - IXL and other software platforms Teachers will receive training and year-long support in IXL and other software platforms in order to assist with enhancement of student enrichment activities.	L. Haywood, Principal, G. Long, PLC Coach and C. Carpenter, Instructional Facilitator	05/23/2025		
[S 1.3] Targeted Intervention and Personalized Learning	**[A 1.3.1] RTI2 INTERVENTION** Identification of Tier 11 and III students by utilizing	L. Haywood, J. Morton,	05/23/2025		

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:** * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports **Effectiveness:** * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.	a formative assessment tool (Fast Bridge) to identify students below 10% in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked three times a year. Interventions provided for students are adjusted according to deficit/student mastery,	S.Jones, S.Johnson, C. Harris			
	[A 1.3.2] INCENTIVE- ELA CMS will provide incentives for students scoring On-Track/Mastery on ELA Assessments, as well as those showing at least a 20% improvement from the last assessment. Incentives will also be provided to students improving at least 20% on iReady.	L. Haywood, J. Morton	05/23/2025		

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
	[A 1.3.3] EXTENDED LEARNING - SATURDAY SCHOOL Additional instructional support for students enrolled in Math courses with emphasis on support of ED subgroup during 3 hours of instruction on selected Saturdays from January 2025 through April 12, 2025	L. Haywood	04/12/2025		
	[A 1.3.4] IXL IMPLEMENTATION IXL utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and skills for homework to reinforce knowledge. The software will be utilized by students and teachers to continue progress made through its use the start of the ear benchmark diagnostic assessment in narrowing the deficiencies in ELA of our students. Teachers, educational assistants and interventionists will provide targeted interventions that focus on all sub-groups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	G.Long, PLC Coach, C. Carpenter, IF ; ELA Teachers :Tutton, Monroe, White, Gulcan, Whitaker, Williams, Dunlap, Falls, Gilbert,	05/23/2025		

[G 2] Mathematics
Craigmont Middle School will improve meeting & exceeding expextation percentages in grades 6-8 from 20.4% in 2023-2024 to 22.4% in 2024-2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using Mastery Connect

Common Formative Assessments using IXL

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'	**[A 2.1.1] SUPPORT RICH LEARNING ENVIRONMENTS** Students and teachers will be provided with additional materials, personnel, supplies, equipment (including but not limited to printers,	L. Haywood, G. Long, D. Davenport	06/30/2025		

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** * Quarterly School-wide Math Common Formative Assessments * Weekly information observation tool and rubric * Quarterly Formal Observation Tools * Quarterly Data Dig Minutes * Weekly lesson plans * Quarterly student work samples * Daily exit tickets **Effectiveness** * Quarterly School-wide Math Common Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly information observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessment with a score of 80% or higher. * Weekly lessons plan checks will reflect that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Quarterly review of student work samples will	headphones, calculators, computers, software,) and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups.				

show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% of higher.					
	[A 2.1.2] USE OF COMMONE FORMATIVE ASSESSMENTS TO MEASURE STUDENT PROGRESS Grade level/content specific common assessments created by school personnel.	L. Haywood, G.Long, C.Broome,A.Tutton,T.Jefferson,J.Garner, T.Perry,R.Williams, A.Dunlap,A.Shaw,K.Wirt	05/23/2025		
	[A 2.1.3] CONDUCT WEEKLY COLLABORATIVE PLANNING MEETINGS Teachers will meet in content level PLCs to analyze standards and assessments. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Deliberate practice sessions will also be held.	L. Haywood, G. Long, C.Broome,A.Tutton,T.Jefferson,J.Garner, T.Perry,R.Williams, A.Dunlap,A.Shaw,K.Wirt	05/16/2025		
	[A 2.1.4] ALIGNMENT OF CLASSROOM OBSERVATION AND FEEDBACK Utilize formal (TEM rubric) and information observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidence-based strategies are used to address varying student needs.	L.Haywood, C. Berry, G. Long, C.Carpenter, E.Bini	05/16/2025		
	[A 2.1.5] USE OF SOAR NETWORK STRUCTIONAL COACH Use District Instructional Coach for SOAR school to provide direct support to teachers to improve instructional practices in classroom.	L.Haywood, Districdt Instructional Coach	05/16/2025		
	[A 2.1.6] DIFFERENTIATED INSTRUCTION- ALGEBRA I OFFERED Selected students (based on pre-test) will be afforded the opportunity to enhance learning by enrolling in Algebra I.	L. Haywood, Principal	05/23/2025		

	[A 2.1.7] PROVIDE TECHNOLOGY TO ENHANCE MATH INSTRUCTION In order to provide rigorous instruction, technology will be provided to the student and teachers. Both will utilize interactive whiteboards in the classrooms and computer learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided with access to printing & copying equipment that prints and/or copies lesson plans, instructional materials and intervention/enrichment materials for student achievement, as needed. Student will be provided with access to computer technology to engage in research, instructional learning programs and interactive academic practice supplementary to instruction while at home or school. Document cameras will be available to teachers as a visual aid for daily instruction. Teachers and students will be provided with software and computer applications that promote student engagement. IXL will be provided.	L. Haywood, G. Long, C. Carpenter, C.Broome,A.Tutton,T.Jefferson,J.Garner, T.Perry,R.Williams, A.Dunlap,A.Shaw,K.Wirt	05/23/2025		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and 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** * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly professional development agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes	[A 2.2.1] PROFESSIONAL LEARNING COMMUNITY MEETINGS Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.	L.Haywood, C.Broome,A.Tutton,T.Jefferson,J.Garner, T.Perry,R.Williams, A.Dunlap,A.Shaw,K.Wirt	05/16/2025		

Effectiveness * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10% * Bi-weekly admin meetings will monitor classroom observation that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.					
	[A 2.2.2] INSTRUCTIONAL COACH & SITE BASED CONTENT LEAD The SOAR network math coach and site-based content lead will provide content coaching and in class support for teachers as needed, and whole PD when indicated for teachers throughout the year.	L. Haywood, District Instructional Coach, T. Perry	05/16/2025		
	[A 2.2.3] PARTICIPATE IN SCHOOL BASED, DISTRICT BASED, WEB BASED, LOCAL AND OUT OF TOWN PROFESSIONAL DEVELOPMENT Continue to make available PD (school based, district, in town and out of town) aligned to TN State Standards for the Instructional Leadership Team, principal, assistant principal, PLC coach, Instructional Facilitator, Optional School Coordinator, teachers and staff.	L. Haywood	06/30/2025		
	[A 2.2.4] NEW TEACHER MENTORING Monthly new teacher mentoring sessions	L. Haywood	06/30/2025		
	[A 2.2.5] PARENT TRAININGS/WORKSHOPS Provide parents with access to academic standards, strategies, and processes to improve	L. Haywood, G. Long	06/30/2025		

	their child's academic success. Parents will be given information on strategies that are aligned to state standards and how to access supplementary materials to use at home. Parents will be provided with resources, materials and supplies.				
[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:** * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports **Effectiveness:** * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress	**[A 2.3.1] RTI2 INTERVENTION** Identification of Tier 11 and III students by utilizing a formative assessment tool (Fast Bridge) to identify students below 10% in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked three times a year. Interventions provided for students are adjusted according to deficit/student mastery,	L. Haywood, J. Morton, S.Jones, S.Johnson, C. Harris	05/16/2025		

monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
	[A 2.3.2] INCENTIVE - MATH CMS will provide incentives for students scoring On-Track/Mastery on Math Assessments, as well as those showing at least a 20% improvement from the last assessment. Incentives will also be provided to students improving at least 20% on iReady.	L. Haywood, J. Morton	05/16/2025		
	[A 2.3.3] EXTENDED LEARNING - SATURDAY SCHOOL Additional instructional support for students enrolled in Math courses with emphasis on support of ED subgroup during 3 hours of instruction on selected Saturdays from January 2025 through April 13, 2025	L. Haywood	04/11/2025		
	[A 2.3.4] IXL IMPLEMENTATION IXL utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and skills for homework to reinforce knowledge. The software will be utilized by students and teachers to continue progress made through its use the start of the ear benchmark diagnostic assessment in narrowing the deficiencies in ELA of our students. Teachers, educational assistants and interventionists will provide targeted interventions that focus on all sub-groups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	L.Haywood, C.Broome, A.Tutton, T.Jefferson, J.Garner, T.Perry,R.Williams, A.Dunlap,A.Shaw,K.Wirt	05/23/2025		

[G 3] Safe and Healthy Students
Craigmont Middle School will attain an Attendance Rate of 95% for 24-25, up from 91.9% for 23-24; a chronic absenteeism rate of below 20%, down from 29.4% in 23-24 and a Suspension Rate of below 8% for 24-25, down from 9.3% in 23-24.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data

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** Benchmark Indicator **Implementation:** * 20-day attendance reports * 20-day behavior reports * 20-day suspension report **Effectiveness** * 20-day attendance reports will reflect a 10% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 10% decrease in the number of student infractions. * 20-day	**[A 3.1.1] ATTENDANCE & DISCPLINE TEAM** Utilize attendance and discipline team to establish and implement behavior interventions with progress monitoring while providing student incentives and supports through the use of SEL and RTI2-B.	C.Berry, S.Jones, S. Johnson & Harris	05/16/2025		
	[A 3.1.2] SUPPORT RICH LEARNING ENVIRONMENTS Students and teachers will be provided with additional materials, personnel, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software, p) and support for classroom instruction and to facilitate student learning and improve student	L.Haywood, D.Davenport, G.Long	06/30/2025		

	outcomes with an emphasis on academic improvement of all subgroups.				
	[A 3.1.3] ADDITONAL SUPPORT THROUGH TITLE ONE PERSONNEL Title One will fund addition staffing (Professional Learning Community Coach, Professional School Counselor and Instructional Facilitator)to support student achievement, implement goals and action steps of school improvement plan, and assist with the evaluation and development of quality learning through ongoing teacher support.	L. Haywood, G. Long, C.Carpenter & S. Johnson	06/30/2025	Title One	
	[A 3.1.4] INTERVENTION FOR STRUGGLING STUDENTS Intervention program (after school, Saturday School and summer sessions) to encourage positive and safe behavior among students.	L Haywood, C. Berry	05/30/2025		
	[A 3.1.5] INCENTIVES CMS will provide incentives for good and improved attendance and behavior including, but not limited to certificates, ribbons, small trophies, medals, field trips or instructional related items to be used in the classroom	C.Berry, S.Johnson, S.Jones, Harris	05/30/2025		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** **Implementation:** * Semesterly RTI2-B data training agenda and minutes **Effectiveness:**	**[A 3.2.1] PARTICIPATE IN SCHOOL BASED, DISTRICT BASED, LOCAL AND OUT OF TOWN PROFESSIONAL DEVELOPMENT** Teachers, students, faculty and staff to participate in school based, district based, local and out of town, virtual or in person Professional Development which focuses on student discipline, attendance, chronic absenteeism, social and emotional support.	L, Haywood	06/30/2025		

* Monthly RTI2-B data teams meetings will result in a 10% decrease in student infractions					
	[A 3.2.2] PARENT TRAININGS/WORKSHOPS Provide parents with access to standards, strategies, and processes to improve their child's attendance, discipline and academic success. Parents will be provided with resources, materials and supplies.	L.Haywood, G.Long	06/30/2025		
	[A 3.2.3] ANNUAL TITLE ONE MEETING Craigmont Middle School will conduct its annual Title I meeting in which we will address the following: Policies for Family Engagement (SCS Family Engagement Policy and Plan; School Plan) Reporting Pupil Progress Parent-Teacher Conferences Parental Involvement Requirements Availability of Parent Training District/School Progress/School Status School Improvement Plan Opportunities for additional Parent Meetings Teacher Qualifications Parents' Right to Know Notice of Title I School Status School/Parent Compact Student Code of Conduct.	L.Haywood, G.Long	09/30/2024		
	[A 3.2.4] SUPPORT RICH LEARNING ENVIRONMENTS Parents and guardians will be provided with additional materials, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for parent trainings/workshops/meetings to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups*	L.Haywood, G. Long	06/30/2025		
[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:**	**[A 3.3.1] ANNUAL TITLE ONE MEETING** Craigmont Middle School will conduct its annual Title I meeting in which we will address the following: Policies for Family Engagement (MSCS Family Engagement Policy and Plan; School Plan) Reporting Pupil Progress Parent-Teacher Conferences Parental Involvement Requirements Availability of Parent Training District/School Progress/School Status School Improvement Plan	L Haywood, G.Long, C. Carpenter	09/30/2024		

* Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes * Annual Title I Parent Meeting **Effectiveness:** * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10% * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. * Annual Title I Parent Meeting will result in an increase in participation by at least 15%	Opportunities for additional Parent Meetings Teacher Qualifications Parents' Right to Know Notice of Title I School Status School/Parent Compact Student Code of Conduct.				
	[A 3.3.2] PARENT TRAININGS/WORKSHOPS Provide parents with access to standards, strategies, and processes to improve their child's attendance, discipline and academic success. Parents will be provided with resources, materials and supplies.	L. Haywood, G. Long	06/30/2025		
	[A 3.3.3] SUPPORT RICH LEARNING ENVIRONMENTS Parents and guardians will be provided with additional materials, supplies, equipment (including but not limited to printers, headphones, calculators, computers, software,) and support for parent trainings/workshops/meetings to facilitate student learning and improve student outcomes with an emphasis on academic improvement of all subgroups*	L.Haywood, G.Long	06/30/2025		