

North Stewart Elementary Annual Plan (2023 - 2024)

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[G 1] By spring 2024, we will improve literacy achievement in all grades and targeted subgroups.

TVAAS, TCAP, & EOC data indicate that we are not performing at the expected rate of growth and/or achievement in ELA. Our goal is to improve student performance in K-12 ELA. Our goal is to increase the percentage of students who are at "met" or "exceeded" expectations on 3-8 ELA TCAP tests and English I & II EOC tests. We believe if we raise expectations for all students and focus our initiatives on strengthening core Tier 1 instruction in all grades we will see improvement in teacher practice, student daily work expectations, and student ELA outcomes.

Performance Measure

The performance measure will be the following:

TVAAS Level 3 or higher in ELA

Increase the percentage of students who "met or exceed expectations" from 38.2% to 42.1% on TCAP for grades 3-5 ELA in 2024.

* **Increase grade 3 from 33.3% to 40.3%**

Increase the percentage of students who "met or exceed expectations" from 37.4% to 39.4% on TCAP for grades 6-8 ELA in 2024.

Increase the percentage of students who "met or exceed expectations" from 42.9% to 46.8% on EOC for grades 9-12 ELA in 2024.

* **Increase English II from 47.6% to 52.9%**

Increase the percentage of students with disabilities who "met or exceed expectations" from 7.2% to 14% on TCAP for grades 3-8 ELA in 2024.

The district will use internal aimswebPlus data for grades K-2 with a goal of at least 65% of K-2 students being in the low to moderate risk category for needing intervention.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Enhancing instructional data collection to benefit student learning Using Mastery Connect Predictive benchmark</p>	<p>[A 1.1.1] Benchmarking NSE will also use a variety of benchmarking tools including ESGI, Aimsweb, and Mastery Connect.</p>	<p>Instructional Coaches and Administration</p>	<p>05/17/2024</p>	<p>Federal Funding</p>	

<p>assessment to collect triannual data in Grades 3-5. Additionally, aimswebPlus will be used as a universal screener for students grades K-5 and will be administered 3 times per year (September, January, and March). Progress monitoring in Grades K-5 will occur every two weeks using Aimsweb. Reading coaches, the instructional supervisor, and administrators pull and analyze data throughout the year and meet with grade levels during weekly PLCs to support planning and instructional units. The district will continue its partnership with TNTP through the Literacy Implementation Network grant (LIN) in 2023-24. This partnership provides the district an opportunity to collect biannual data via instructional walkthroughs aligned with the IPG. Additional instructional walkthroughs take place with the district's literacy collaborative. The LEA will administer a comprehensive grade 2 benchmark to collect additional data for incoming third-grade students.</p> <p>Benchmark Indicator District supervisors and building-level administrators will conduct weekly walkthroughs in all ELA classrooms. Reading coaches and/or the literacy collaborative will conduct literacy walks at least three times during the year in all ELA classrooms, in addition to three literacy walks conducted by TNTP through LIN. Additionally, the district will host a virtual literacy walk for other districts in the network. Data will be collected and compared to identify district trends observed during tier I instruction in an effort to support teachers in teaching grade-level standards using complex texts and assuring rigor. Benchmark and screening assessments will be administered to all students K-11 a minimum of three times each year in an effort to identify students who need additional support through Tier II & Tier III intervention. Students' benchmark data will be recorded on a spreadsheet paired with TVAAS projection scores</p>	<p>Benchmarking with ESGI will be ongoing in grades K-1. ESGI district tabs will be ongoing every nine weeks. Aimsweb+ will be used as a Universal Screener and progress monitoring tool for grades K-5. This tool is provided by TNDOE at no cost. Mastery Connect benchmarking will be used for Tier I in grades 2-5 and administered three times a year, followed by scheduled time for teachers, coaches, and administrators to engage in dedicated data reflection and unit/lesson internalization connected to current data.</p> <p>Costs: ESGI subscription, Mastery Connect, Aimsweb for grades 4-5.</p>				
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<p>and shared with appropriate instructional staff at each school. Bubble students will be identified; an individual instructional plan discussed; and the needs of that teacher and student will be outlined so interventions can be planned. PLCs will be used to discuss and plan for students' needs. SWD data will be a top priority.</p>					
	<p>[A 1.1.2] Student Goal Setting Students will be given the opportunity to set goals based on their Mastery Connect benchmark data. All students in grades 3-5 will be given a data recording booklet in which they set their own goals based on the results from the Mastery Connect Benchmark. The students will be responsible with guidance from their teacher for tracking their data. Students will be provided the information from their Mastery Connect Benchmark to set these goals. Not only will students focus on areas of need, they will also celebrate their areas of strength.</p>	<p>Anne Templon, Tara Page, Kristin Powell, Classroom teachers</p>	<p>05/10/2024</p>		
	<p>[A 1.1.3] Data Tracking System Teachers in grades 3-5 will develop and implement individual student data tracking for ELA. Each teacher will be provided a template to track benchmark data from Mastery connect, and other formative or summative assessments. Teachers will track growth and progress after each assessment and discuss during weekly PLCs with the instructional coach. The focus will be developing an instructional plan for students with deficits with particular standards.</p>	<p>Anne Templon, Tara Page, Kristin Powell, Tammy Williams, 3-5 teachers</p>	<p>05/17/2024</p>		
<p>[S 1.2] High-dosage, low-ratio tutoring and intervention ESSER 3.0 funds were used to fund grade-level interventionists for K-8 at each school in the LEA. In total, 16 interventionists were hired and are grade specific. Interventionists will work with students at least two times weekly at a ratio not to exceed 1:2 for 90 minutes. Students needing high-dosage tutoring sessions will be identified using progress monitoring and benchmark data.</p>	<p>[A 1.2.1] Increase Small Group Instruction By increasing the number of RTI groups and classroom small groups, this will provide more targeted instruction in the classrooms. In grades K-1 teacher assistants can be used to provide individualized instruction in both reading and math foundational skills. This allows an instructor to provide support via corrective feedback during student practice with word building, decodable readers, spelling, and math practice.</p>	<p>Anne Templon, Tara Page, Kristin Powell</p>	<p>04/26/2024</p>		

<p>Benchmark Indicator</p> <p>**Review of progress monitoring data:** The instructional supervisor, math coach, and school administrators will monitor and review progress monitoring data at least three times throughout the year and determine if a student maintains the need for high dosage tutoring.</p> <p>**Schedules:** School principals are responsible for developing schedules of interventionists and after-school tutoring programs to meet the needs of students needing low-ratio tutoring. The instructional supervisor will monitor that these schedules are maintained throughout the year through quarterly review of schedules during administrative council meetings and informal walkthroughs.</p> <p>**Review of benchmark data: **The district-level team composed of principals, math coach, instructional supervisor, and math collaborative members will monitor and reflect on benchmark assessment data at 3 different points (October, January, March) throughout the year to determine what, if any, action steps need to be taken involving tutoring strategies.</p>	<p>In grades 3-4, targeted instruction will be given to students who are identified by the Mastery Connect Benchmark results as "approaching" or "below expectations" in RTI groups. Assistants and teachers will develop a standards based tutoring plan. Students will focus on 2 or 3 standards to improve by the next benchmark. Students will be grouped with other students that have deficits in similar standards.</p>				
	<p>[A 1.2.2] After School Tutoring After school tutoring helps students in Tier II & III get more time for quality instructions. Students receive help addressing deficit skills to become more successful in the classroom.</p>	<p>Tara Page, Kristin Powell, Instructional Coaches</p>	<p>04/19/2024</p>		
	<p>[A 1.2.3] Tutoring Tutoring will be offered during the school day to accommodate students with transportation needs. Students will be placed in groups of 3 or 4 and tutored based on benchmark data results.</p>	<p>Anne Templon, Kristin Powell, Tara Page</p>	<p>05/17/2024</p>		
<p>[S 1.3] Professional Development to support HQIM implementation & data analysis PK-12 ELA teachers will be provided five professional development days in August 2023. Session agendas will be developed throughout</p>	<p>[A 1.3.1] Data Digs Data Dig days will be provided after each benchmark so teachers can plan for their instruction and RTI groups. This will provide an opportunity for teachers to analyze their data and</p>	<p>Anne Templon, Tammy Williams, Tara Page, Kristin</p>	<p>05/03/2024</p>		

<p>spring 2023 after analyzing instructional trend data collected from data-checkpoint walkthroughs (TNTP) on March 23' and April 23'. August training will focus on lesson and unit planning protocols/internalization, Guidebook instructional strategies, and foundational skills strategies. Additional professional development sessions have been built into the 2023-24 calendar (October 23' & February 24'). For Early Literacy development, TNTP will conduct strategic advisement calls with the district instructional team to reflect on recent data and design upcoming professional learning opportunities.</p> <p>Benchmark Indicator **Regular review of benchmark and progress monitoring data: **The instructional supervisor and literacy coaches will collect and analyze Mastery Connect benchmark data and aimswebPlus data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during weekly PLC meetings. Data will be reviewed to assure students are on-track and the district is working towards achieving the established goals.</p> <p>**Monthly instructional walkthroughs: **School-level administrators, district supervisors, or literacy coaches will visit each math classroom at least once monthly. Data will be collected using the district's version of TNTP's IPG and stored electronically. With a solid curriculum in place, emphasis for 23-24 will be on Core Actions 2 & 3. The district leadership team and the instructional team will review data monthly to observe instructional trends and needs. Walkthrough data</p>	<p>make the necessary adjustments to their instruction. Teachers will be provided with data recording sheets to fill out with students who need specific intervention on a targeted objective or standard.</p> <p>During weekly PLC's teachers will also have opportunities to discuss data of their students. The data recording sheets from the data dig days should be referenced during the PLCs to check on bubble student progress. Teachers will plan for reteaching opportunities and make RTI plans for students with specific standard deficits.</p>	<p>Powell, teachers</p>			
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will be used to collaborate with TNTP and make adjustments to PD opportunities.					
	<p>[A 1.3.2] Vertical PLCs Administrators and instructional coach will facilitate a vertical PLC twice monthly to include 3rd-5th grade ELA teachers. The work of the PLC will focus on lesson internalization and student work analysis connected to the Guidebooks curriculum. Literacy coach will guide teachers through lesson internalization using the established protocol of the Literacy Implementation Network of targeted Guidebooks lessons twice monthly.</p>	Anne Templon, Tammy Williams, Tara Page, Kristin Powell	04/26/2024		

[G 2] By spring 2024, we will improve mathematics achievement in all grades and targeted subgroups.

TVAAS, TCAP, & EOC data indicate that we are not performing at the expected rate of growth and/or achievement in mathematics. Our goal is to improve student performance in K-12 math. Our goal is to increase the percentage of students who are at "met expectations" or "exceeded expectations" on 3-8 mathematics TCAP tests and Algebra I, Algebra II, and Geometry tests. We believe if we raise expectations for all students and focus our initiatives on strengthening core Tier 1 instruction in all grades we will see improvement in teacher practice, student daily work expectations, and student mathematics outcomes.

Performance Measure

The performance measure will be the following:

TVAAS Level 3 or higher in mathematics.

Increase the percentage of students who "met or exceed expectations" from 36.9% to 43.4% on TCAP for grades 3-5 mathematics in 2024.

* **Increase grade 3 from 26.9% to 30.3%**

Increase the percentage of students who "met or exceed expectations" from 43.2% to 45.5% on TCAP for grades 6-8 mathematics in 2024.

Increase the percentage of students who "met or exceed expectations" from 18.9% to 24.8% on EOC for grades 9-12 mathematics in 2024.

* **Increase Algebra I from 16.4% to 28.2%**

Increase the percentage of students with disabilities who "met or exceed expectations" from 7.2% to 14% on TCAP for grades 3-8 mathematics in 2024.

The district will use internal aimswebPlus data for grades K-2 with a goal of at least 65% of K-2 students being in the low to moderate risk category for needing intervention.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Enhancing instructional data collection to benefit student learning Using Mastery Connect Predictive benchmark assessment to collect triannual data in grades 3-11. Additionally, aimswebPlus will be used as a universal screener for students grade K-8 and will be administered 3 times per year (September, January, and March). Additionally, the math collaborative team, building & district-level administrators, and instructional coaches, in collaboration with NIET, will participate in instructional walkthroughs in grades K-12.</p> <p>Benchmark Indicator **Regular review of benchmark and progress monitoring data: **The instructional supervisor and instructional coach will collect and analyze Mastery Connect benchmark data and aimswebPlus progress monitoring data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during PLCs. Data will be reviewed to assure students are on-track and the district is working towards accomplishing the AMO goal.</p> <p>**Monthly instructional walkthroughs:** School-level administrators, district supervisors, or instructional coaches will visit each math classroom at least once monthly. Data will be collected using the district's modified version of TNTP's IPG and stored electronically. The district leadership team and the instructional team will review data monthly to observe instructional trends and needs.</p>	<p>[A 2.1.1] Student Data Tracking System Teachers in grades 3-5 will develop and implement individual student data tracking for Math. Each teacher will be provided a template to track benchmark data from Mastery connect, and other formative or summative assessments for every student. Teachers will track growth and progress after each assessment and discuss during weekly PLCs with the instructional coach. The focus will be developing an instructional plan for students with deficits with particular standards, then tracking their progress toward meeting that goal.</p>	Tammy Williams, Tara Page, Kristin Powell, teachers	05/17/2024		
<p>[S 2.2] High-dosage, low-ratio tutoring and intervention</p>	<p>[A 2.2.1] Increase Small Group Instruction By increasing the number of RTI groups and</p>	Tammy Williams, Tara	05/03/2024		

<p>ESSER 3.0 funds were used to fund grade-level interventionists for grades K-8 at each school in the LEA. In total, 15 interventionists were hired and are grade specific. Interventionists will work with students at least two times weekly at a ratio not to exceed 1:2 for 90 minutes. Students needing high-dosage tutoring sessions will be identified using progress monitoring and benchmark data.</p> <p>Benchmark Indicator **Review of progress monitoring data: **The instructional supervisor, math coach, and school administrators will monitor and review progress monitoring data at least three times throughout the year and determine if a student maintains the need for high dosage tutoring.</p> <p>**Schedules: **School principals are responsible for developing schedules of interventionists and after-school tutoring programs to meet the needs of students needing low-ratio tutoring. The instructional supervisor will monitor that these schedules are maintained throughout the year through quarterly review of schedules during administrative council meetings and informal walkthroughs.</p> <p>**Review of benchmark data:** The district-level team composed of principals, math coach, instructional supervisor, and math collaborative members will monitor and reflect on benchmark assessment data at 3 different points (October, January, March) throughout the year to determine what, if any, action steps need to be taken involving tutoring strategies.</p>	<p>classroom small groups, this will provide more targeted instruction in the classrooms. In grades K-1 teacher assistants can be used to provide individualized instruction in math foundational skills. This allows an instructor to provide support via corrective feedback during student math practice.</p> <p>In grades 3-4, targeted instruction will be given to students who are identified by the Mastery Connect Benchmark results as "approaching" or "below expectations" in RTI groups. Assistants and teachers will develop a standards based tutoring plan. Students will focus on 2 or 3 standards to improve by the next benchmark. Students will be grouped with other students that have deficits in similar standards.</p>	<p>Page, Kristin Powell</p>			
	<p>[A 2.2.2] After School Tutoring After school tutoring helps students in Tier II & III get more time for quality instruction. Students receive help addressing deficit skills to become more successful in the classroom. Students will have an individualized plan for after school tutoring on skills and standards they need to be working on</p>	<p>Tara Page, Kristin Powell, Instructional coaches</p>	<p>05/17/2024</p>		

	<p>improving. This plan will be developed directly from Mastery Connect or Aimsweb data results. The data digs will help provide this information and can be monitored weekly.</p>				
<p>[S 2.3] Professional Development Pk-12 math teachers will be provided time in August to develop course pacing guides and opportunities for lesson prep. There will be three additional 1/2 day sessions scheduled in October, December, and February for grade-level district-wide planning & lesson internalization. The instructional supervisor and math instructional coach will work to develop a PD session agenda that will include implemented resources and standards alignment, review of progress monitoring data, and prioritizing students' needs. Additional PD opportunities on pacing will be provided by Carnegie learning and how to analyze CASE data by Instructure. The district also plans on participating in the math implementation network and will look for any PD opportunities provided by the selected vendor.</p> <p>Benchmark Indicator **Regular review of benchmark and progress monitoring data: **The instructional supervisor and instructional coach will collect and analyze CASE benchmark data and aimswebPlus progress monitoring data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during PLCs. Data will be reviewed to assure students are on-track and the district is working towards accomplishing the AMO goal.</p> <p>**Monthly instructional walkthroughs:** School-level administrators, district supervisors, or instructional coach will visit each math classroom at least once monthly. Data will be collected using the district's modified version of TNTP's IPG and stored electronically. The district leadership team and instructional team will review data monthly to</p>	<p>[A 2.3.1] Math Instructional Coach The school will have a math coach to support student learning and teacher professional learning. Support will be provided to mathematics teachers with student-centered learning aspects, as well as directly with students themselves. The math coach will use data collected through benchmark tests to help determine students needing assistance. The coach will develop data tracking templates for teachers to use and during PLCs discuss student progress bases on these record sheets.</p>	<p>Tammy Williams, Tara Page, Kristin Powell</p>	<p>05/17/2024</p>		

<p>observe instructional trends and needs. The district will work closely with the CORE math consultant to target areas of concern and strategies to address weaknesses.</p>					
<p>[S 2.4] Strengthen Tier 1 Instruction through providing opportunities for collaboration on implementation of HQIM and standards aligned lessons. Align evidence-based curriculum, instruction, and assessment with TDOE's new 2023-24 mathematics standards. Effective Tier 1 instruction that provides students the opportunity to be exposed to rigorous assessments, differentiation, and the opportunity to do grade-level math elevates success rates and reduces the need for interventions.</p> <p>Benchmark Indicator **Review of progress monitoring & benchmark data:** District- and building-level administrators will conduct at least three reviews of progress monitoring and benchmark data throughout the year. Data will be organized and shared with teachers during weekly PLC meetings.</p> <p>**Walkthroughs:** District math collaborative will participate in at least three instructional walkthroughs in all schools and grades K-12. The instructional supervisor, math coach, and building-level administrators will participate in monthly walkthroughs and use the IPG target instructional trends and standards alignment.</p> <p>**PLC Agendas:** Intentional review of PLC agendas by district supervisors and/or building administrators throughout the year.</p>	<p>[A 2.4.1] Vertical PLCs Administrators and the math instructional coach will facilitate a vertical PLC monthly to include 3rd-5th grade math teachers. The work of the PLC will focus on implementing with fidelity the iReady curriculum. This will be an opportunity for teachers to discuss the lesson pacing and time management.</p>	<p>Tammy Williams, Tara Page, Kristin Powell, teachers</p>	<p>04/26/2024</p>		
	<p>[A 2.4.2] Network with NIET and TNDOE Network with TNDOE and NIET to implement with fidelity the adopted iReady math curriculum. Math teachers, administrators, and the math instructional coach will discuss trends and best practices in</p>	<p>Tara Page, Kristin Powell, Tammy Williams</p>	<p>04/26/2024</p>		

	PLCs. With the guidance of NIET and TNDOE, administrators and instructional will begin to incorporate the math IPG during walkthroughs.				
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[G 3] Improve Climate and Culture

(1) The LEA has experienced a dramatic increase in chronic absenteeism since the onset of the COVID-19 pandemic. For 2023-24, the LEA will decrease chronic absenteeism from 32.3% to 10%. Students need to be in school to learn. (2) For 2023-24, the LEA will report that stakeholders are satisfied with the quality of school and district programs. Stakeholder satisfaction contributes to better staff and student attendance rates.

Performance Measure

The annual chronically out-of-school rate will be used as the performance measure:

All students: less than or equal to 10%

ED Students: less than or equal to 15%

SWD: less than or equal to 12%

The district will utilize school climate surveys, teacher surveys, CSH surveys, partnerships, and annual family engagement meetings with the public to identify and address needs for school safety, employee morale, and student, parent, and community satisfaction.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Enhancement of School Culture and Mindset</p> <p>The LEA will continue to assure the establishment of a school culture and mindset that prioritizes safe, stable, and nurturing relationships available to all students and staff. A positive environment is a critical foundation for teaching and learning.</p> <p>Benchmark Indicator **Data collection: **Data from school climate surveys, pre- & post- assessment surveys evaluating professional learning opportunities, stakeholder surveys, and survey data collected from annual family engagement meetings will all be used to inform future decisions related to school</p>	<p>[A 3.1.1] Positive Behavior Rewards</p> <p>To create a positive school climate and reduce the number of discipline referrals, the PBS team will do weekly drawings for student who follow the Trojan Trait "Be respectful, Be Responsible, Be prepared." Students who display these traits over the course of a month are invited to monthly parties. Classroom teachers have their own individual daily rewards.</p> <p>Good behavior is rewarded daily, weekly, and monthly.</p> <p>Teachers follow the school wide behavior matrix to teach school rules for school wide consistency to</p>	Christine Gillum, PBS team, Tara Page, Kristin Powell	05/03/2024		

<p>culture areas of growth and areas identified for improvement.</p> <p>**Regular Review of classroom environments: **School- and district leadership will partner with staff members from CKH and conduct two annual walkthroughs to evaluate the overall school culture and environment.</p>	<p>reduce discipline referral and increase positive behavior.</p>				
	<p>[A 3.1.2] Mentors for New Teachers Building administrators will assign appropriate mentors to new teachers. Mentors will meet monthly with new teachers on specific agenda topics. Mentors will guide new teachers on building procedures and culture. They will also be available for support and answer questions about curriculum and instruction.</p>	<p>Tara Page and Kristin Powell</p>	<p>04/19/2024</p>		
	<p>[A 3.1.3] Parent Communication and Engagement Building administrators will send out weekly newsletters with school information to parents via skyward and social media pages. These newsletters will be in addition to teacher classroom newsletters. We will use Class Dojo as a communication tool across the school. This will enable teachers to communicate directly with families and administrators to send our whole-school messages as needed.</p>	<p>Kristin Powell and Tara Page</p>	<p>05/17/2024</p>		
<p>[S 3.2] Interventions and Providing Whole-Child Supports Attendance data will be collected monthly and analyzed at monthly administrative team meetings to identify students who are attendance concerns. Each school will also have a Positive Behavior Support team made up of teachers and staff who will analyze data monthly. The PBS team will identify students who are attendance concerns and work to identify issues connected to the student's poor attendance. The PBS team will work with school counselors and administrators to implement interventions and support to improve students' attendance. Barriers to learning will be identified</p>	<p>[A 3.2.1] PBS Weekly Attendance Awards The Positive Behavior Support Team will collect weekly data on student attendance. Each student present every day will have their names placed in the weekly "Be Here" drawing. The names will be announced every Friday during our morning meeting. The students will visit the PBS store to pick out their prize. One student per grade level will be chosen. We will also reward the homeroom class with the highest attendance each week with a traveling trophy that will be presented at our morning meeting.</p>	<p>Christine Gillum, Tara Page, Kristin Powell</p>	<p>05/17/2024</p>		

<p>and support given to the student and his/her family. Poor attendance is a barrier to learning. The Attendance Department will implement a tiered system to address chronic absenteeism. Referrals to appropriate agencies will be made if/when needed.</p> <p>Good and improved attendance by grade levels will be rewarded through school-level incentive programs. CSH will provide ongoing monitoring of any potential health issues that may be or become a barrier to learning and attendance.</p> <p>Our schools will be identified as safe schools by TODE.</p> <p>Benchmark Indicator **Data collection:** District supervisors and building teams will analyze attendance data monthly to identify students with five or more absences. Interventions will be put into place to decrease the chronic absenteeism rate.</p>					
	<p>[A 3.2.2] Individual Student Attendance Plans The PBS team will identify students with frequent absences through their monthly data collection. This information will be shared with the guidance counselor and administrators to refer the students to the correct agency. A team will be formed that includes the agency, administration, counselor, and parents to investigate the reasons behind the absences. An individualized plan will then be formed to meet the student's needs to eliminate further unnecessary, unexcused absences.</p>	<p>Christine Gillum, Tara Page, Kristin Powell</p>	<p>05/17/2024</p>		