

North Stewart Elementary Annual Plan (2021 - 2022)

Last Modified at Aug 24, 2021 07:53 AM CDT

**[G 1] Reading/Language Arts**

All students will receive high quality instruction in Reading, Language Arts and Writing aligned to state standards throughout the 2021-2022 school year during daily instruction.

**Performance Measure**

The performance measure will be the following AMO targets. Grades 3-5: Double AMO 52.2 Grades 6-8: Double AMO 46.8 Grades 9-12: Double AMO 42.1 The district will use internal data for the performance measure for Grades K-2 with a goal of 50% of K-2 students on track or at mastery level.

Strategy Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Data Collection</b></p> <p>Exact Path is administered a minimum of three times per year (October, December and March) for students in Grades 3-8 while enCase for ELA and Math will be used for Grades 9-11. DIBELS, ESGI, PASS and easyCBM will be used to progress monitor in Grades K-12 throughout the year. Reading coaches pull and analyze data, meet with grade levels during PLCs to support planning instructional units. The district calls upon our CORE office to assist in pulling and analyzing student data and conduct district literacy walks to identify district trends noting areas of strength as well as areas that need improvement, all in an</p>	<p>Literacy Coach</p>	<p>05/06/2022</p>	<p>Title I/Federal [\$6773.00]</p>	
<p><b>[A 1.1.1] Screeners</b></p> <p>NSE will use a variety of screeners to identify students ability and areas for needed improvement. Some screeners are provided free and others are budgeted. Grades K-3 will begin to use Aimsweb to collect data around foundational literacy and math skills. Aimsweb+ will be used as a universal screener and progress monitoring tool, and will therefore drive instruction across the instructional tiers. Grade Levels __ Assessment __ Window __ Students __ Responsible Person K-3 __ AIMSWeb __ 3</p>				

<p>effort to move all students to on track or mastery level on state assessments. The district was not able to utilize the CORE office to provide support during our literacy walks due to COVID-19; however, our plan is to schedule a minimum of three literacy walks during the 2021-2022 school year.</p> <p><b>Benchmark Indicator</b> District supervisors and building administrators will conduct weekly walkthroughs in all ELA</p>	<p>times/year ____ Tier I,II,III ____ RTI &amp; Homeroom teachersK-1 ____ PASS ____ Y early ____ Tier I ____ Homeroom teachers2-5 ____ Exact Path ____ 3 times/year ____ Tier I ____ Homeroom teacher2-5 ____ PASS &amp;PWRS; ____ Yearly ____ Tier II,III ____ Literacy Coach</p>				
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<p>classrooms. Reading coaches, along with the CORE ELA consultant will conduct literacy learning walks three times each year in all ELA classrooms to identify district trends observed during Tier I instruction in an effort to support teachers in teaching grade level standards using complex texts to the rigor and depth necessary. ELA teachers will administer a benchmark assessment a minimum of three times each year to identify students who need additional support through Tier II and Tier III in an effort to meet the district AMO goal for ELA in each grade band.</p>				
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<p><b>[S 1.2] Rigorous Literacy Instruction</b></p> <p>Literacy continues to be a priority for the district. READ20 is communicated throughout the year emphasizing the importance of reading 20 minutes every day. Teachers wear READ20 shirts every Monday reminding students of the importance of reading. The LEA enters a float in the community Christmas parade, distributing books to children along the parade route encouraging parents to read with their child. Social media posts using the hashtag #read20 is also an indicator that many of our students are reading at home as well as at school which is the outcome the district is seeking because research indicates that if a child reads 20 minutes a day they will score in the 90th percentile on standardized tests. Literacy walks will continue in all schools with support from the CORE office to</p>	<p><b>[A 1.1.2] Benchmarking</b>  NSE will also use a variety of benchmarking tools including ESGI, Aimsweb, and SchoolNet. Benchmarking with the ESGI will be ongoing in grades K-1. ESGI district tabs will be ongoing every nine weeks. Aimsweb+ will be used as a benchmarking tool for grades K-3. This tool is provided by TNDOE at no cost. SchoolNet benchmarking will be used for Tier I in grades 3-5 and administered three times a year.</p> <p><b>[A 1.2.1] Literacy Coach</b>  The Literacy Coach will assist teachers with ordering and using high quality instructional material. The Literacy Coach assists with screeners and benchmarking to target students needing more assistance in targeted areas. The Literacy Coach attends PLC's to assist in all the above areas and offers assistance in the form of modeling lessons and mentoring teachers in ELA instruction. NSE's Literacy coach has impacted ELA instruction and can be linked to the success in proficiency scores increasing in ELA. NSE needs the Literacy Coach to continue to be funded.</p>	<p>Literacy Coach and Assistant Principal</p> <p>Administrators</p>	<p>04/06/2022</p> <p>05/27/2022</p>	<p>Title I</p> <p>Federal/Title I  [\$58000.00]</p>	
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<p>provide feedback and strategies that support rigorous, grade level instruction.</p> <p><b>Benchmark Indicator</b> Reading coaches will facilitate the administration of the benchmark assessment three times per year to track student progress. Assessment data will be monitored to ensure that students are on track to meet or exceed the district AMO goal for ELA.</p>				
<p><b>[A 1.2.2] High Quality Instructional Materials</b> NSE will continue to increase ELA proficiency scores, close gaps in SWD and ED, and diminish the learning loss due to COVID by purchasing high quality instructional materials to assist teachers with quality instruction.</p>	<p>Literacy Coach and Administrators</p>	<p>09/30/2021</p>	<p>Federal/ESS ERS [\$15000.00]</p>	
<p><b>[A 1.2.3] Increase Teacher Assistants</b> By increasing the number of teacher assistants, NSE can increase the number of small groups and one-on-one instructions. This will provide more targeted instruction in the classrooms. ( by increasing the number of RTI groups and classroom small groups.) delete 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>Principal</p>	<p>05/27/2022</p>	<p>Federal/Title I [\$30000.00]</p>	
<p><b>[A 1.2.4] After School Tutoring</b> After school tutoring helps students in Tier II &amp; III get more time for quality instructions. Students receive help addressing deficit skills to become more successful in the classroom.</p>	<p>Principal</p>	<p>05/27/2022</p>	<p>Federal/Title I [\$12000.00]</p>	

<p><b>[A 1.2.5] Strengthen Level I Instruction</b> The district is working with the Northwest CORE Literacy Implementation Network and the network vendor, TNTP. This work will revolve around tracking trends and strengthening Tier 1 instruction</p>	Administrators & Literacy Coach	05/27/2022		
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<p><b>[S 1.3] Professional Development</b></p> <p>Reading coaches and outside vendors secured by the district will provide professional development opportunities for all staff, as identified by data pulled from observations (both formal and informal), the literacy learning walks completed four</p>	<p>around the IPG core actions. The district will also be working to track instructional trends and strengthen foundational skills instruction through work with the early literacy network. The district is in its third year of implementation of the Heggerty and Wilson Foundations curriculum. All K-3 teachers also participated in the Reading 360 foundational skills learning series in 2021. Improved teacher knowledge combined with high quality instructional materials will increase the rigor of our foundational skills instruction. In addition, we are layering decodable readers aligned with the Foundations curriculum to the literacy block in K-2. K-2 instruction across the literacy block also includes interactive read aloud of complex texts, shared reading, and writing based on the model of the TN unit starters. In grades 3-5 we are in the first year of our full implementation of Guidebooks. This high quality curriculum is built around complex texts that build knowledge and connect to rigorous questioning and tasks. Literacy walks will continue in all schools with support from the CORE office and implementation networks to provide feedback and strategies that support rigorous, grade level instruction. In an effort to promote a culture of literacy both at school and at home, READ20 is communicated throughout the year to emphasizing the importance of reading 20 minutes every day.</p> <p><b>[A 1.3.1] Literacy Coach</b></p> <p>Literacy Coach will continue to give individualized professional development or group professional development to ensure effective Literacy instruction.</p>	<p>Literacy Coach</p>	<p>05/27/2022</p>	<p>Federal/Title I</p>	
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<p>times a year, teacher survey during the month of March and TVAAS data. Data will identify specific areas strength and weakness. Professional development opportunities will address those areas that need improvement. All K-3 teachers in the</p>				
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<p>district will participate in the two week Read 360 training provided by TDOE in April (on-line) and June 1-4, 2021 (in person) to support the implementation of the district's rigorous literacy instruction.</p> <p><b>Benchmark Indicator</b> Data from literacy walks, formal observations and benchmark assessments will be collected and analyzed throughout the year by the curriculum supervisor and reading coaches. Reading coaches will provide professional development during monthly grade level PLCs to support classroom teachers in delivering high quality ELA instruction during Tier I instruction. Professional development opportunities will be rated by the participants and student benchmark assessments will be analyzed to evaluate the effectiveness of the professional development.</p> <p><b>[G 2] Mathematics</b> All students will receive high quality instruction daily in Math that is aligned to state standards providing students with the opportunity to be on track or master grade level standards in Math.</p> <p><b>Performance Measure</b> The performance measure will be the following AMO targets. Grades 3-5: Double AMO 52.2 Grades 6-8: Double AMO 46.8 Grades 9-12: Double AMO 42.1 The district will use internal data for the performance measure for Grades K-2 with a goal of 50% of K-2 students on track or at mastery level.</p> <p><b>Strategy Action Step Person</b></p>				<p style="text-align: right;"><b>Estimated</b></p> <p style="text-align: right;"><b>Funding</b></p>
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		Responsible	Completion Date	Source	Notes
<p><b>[S 2.1] Data Collection</b></p> <p>The teachers will collect and analyze math benchmark data a minimum of four times during the year (August, October, December and March) to identify struggling students and drive instruction based on student need. Monthly grade level data meetings will be held at the school level to monitor and chart student progress and make decisions on instructional practices and scheduling to provide</p>	<p><b>[A 2.1.1] Screener and Benchmarking</b></p> <p>Benchmarking and Screeners for Mathematics follow the same pattern as ELA. See ELA section for details. Information also contained in attachment.</p>	Administrators	05/27/2022	Federal/Title I (Amount in ELA covers both Math and ELA)	

<p>additional support for those struggling students.</p> <p><b>Benchmark Indicator</b></p> <p>District supervisors, building administrators along with CORE staff will conduct weekly walkthroughs and math learning walks each quarter in all math classrooms to identify district trends during Tier I instruction in an effort to support teachers in teaching grade level standards using complex texts to the rigor and depth necessary. Math teachers will administer a universal screener a minimum of three times each year to identify students who need additional support through Tier II and Tier III in an effort to meet the district AMO goal for Math in each grade band.</p>					
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<p><b>[S 2.2] Rigorous and Standard Aligned Math</b></p> <p><b>Instruction</b></p> <p>Data from Exact Path collected in August, January and March will be used to target specific academic deficits of the students. Students who fall below the 10th percentile will receive additional support in math instruction during RTI in an effort to provide instructional opportunities for students to be on track or master grade level standards. Trends from the math learning walks as well as TEAM observation data, informal walk-throughs and TVAAS data will identify areas that will be addressed with professional development opportunities that will move teachers to become effective instructional leaders in the classroom.</p> <p><b>Benchmark Indicator</b></p> <p>Building administrators will review weekly lesson plans to verify standards are grade level aligned. Central office supervisors and building administrators will conduct classroom observations, informal observations and weekly walk throughs to verify standard aligned grade level instruction is evident and documented.</p>	<p><b>[A 2.2.1] Benchmark</b></p> <p>NSES will continue to use benchmarking to measure students achievement and improve Mathematics instruction. NSE administered the Mock Interim Assessment through SchoolNet which produced a plethora of data for teachers to assist individual students and drive Level I instruction.</p>	<p>Assistant Principal</p>	<p>05/27/2022</p>	<p>Federal/Title I (Same as ELA)</p>
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<p><b>[A 2.2.2] Seek Quality Instructional Materials and Manipulatives</b></p> <p>NSES will carefully select Textbook/Instructional materials for adoption. If teachers do not have the manipulatives to teach Mathematics effectively, those manipulatives will be purchased. All teachers will have Mathematics Focus Documents and use them to drive instruction. Administrators will check lesson plans and observations to guarantee the use of Focus documents.</p>	Administrators	05/27/2022	Federal/ Title I	
<p><b>[S 2.3] Professional Development</b></p> <p>Data from TEAM observations conducted by building administrators and TVAAS data, as well as trends from the math learning walks conducted each quarter will be collected and analyzed by district level supervisors to identify needs in the area of professional development. A professional development survey will also be administered in March to all teachers to determine additional areas of need. The district team will meet in the spring and summer to plan and organize July professional development opportunities in order to address the needs identified from the data.</p> <p><b>Benchmark Indicator</b></p> <p>District supervisors will review annual professional development documentation to verify participation. Building administrators will review benchmark data to measure student achievement on state standards. The curriculum supervisor will administer a PD survey in August to rate the effectiveness of the PD summer opportunities. Participation rates, benchmark data and the survey will be used to measure the impact of the</p>	Administrators	05/27/2022		

professional development.				
<p><b>[G 3] Ready Graduate</b>  Upon graduation, students will be prepared to enroll in a four year academic college, technical or trade school and/or be prepared to enter the workforce. The district will remove barriers to students' post secondary access and focus on ensuring a diverse set of post secondary opportunities by increasing ACT score and offering additional</p>				

<p>EPSO opportunities.</p> <p><b>Performance Measure</b>  The district will meet our graduation rate AMO of 98.2 (double is 98.3). The district will increase the percentage of students scoring a 21 or higher on the ACT from our current 40.2% to 40.7% and move the percentage of students classified as read graduate from 48.3% to 50% by the year 2022.</p>				
<b>Strategy Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>

<p><b>[S 3.1] Data Collection</b></p> <p>Student interest inventories will be administered in March for both 7th and 10th grade. All 8th grade students will develop a four year plan in the spring prior to enrolling in classes. The school guidance counselor facilitates this planning with the students as well as support and guidance from the student's classroom teachers. Each spring, the guidance counselor will revisit the students' plans while enrolling for the next years classes to ensure that all students are academically ready, informed and recruited for participation in early post secondary opportunities.</p> <p><b>Benchmark Indicator</b></p> <p>Guidance staff will administer student interest inventories each spring and collect student enrollment numbers for both Advanced Placement and dual enrollment courses each spring to determine both interest and need. The outcome will be to identify student interests and needs to meet EPSO requirements and meet the districts AMO goals for both ELA and Math.</p>	<p><b>[A 3.1.1] Career Exploration Literature</b></p> <p>Through a grant provided by the TVA, NSES purchased various STEAM literature on career exploration. Each classroom received a set and the library contains many excellent books. Teachers will encourage career exploration.</p>	<p>Administrators &amp; Librarian</p>	<p>05/27/2022</p>	<p>TVA Grant [\$5000.00]</p>
<p><b>[S 3.2] Community partnerships</b></p> <p>Building administrators, CTE supervisor and guidance counselors will reach out each August and partner with community businesses and organizations to showcase local post-secondary opportunities (a minimum of two different opportunities) for our students.</p>	<p><b>[A 3.2.1] Career Awareness</b></p> <p>Teacher will use books purchased through the TVA grant to educate students on different occupations available to students.</p>	<p>Administrators and Teachers</p>	<p>05/27/2022</p>	<p>Previously funded through a TVA grant</p>

<p><b>Benchmark Indicator</b>  Guidance staff in partnership with local businesses will host Career Day each fall and Focus on Your Future each spring for students in Grades 8-12. The percentage of community partners participating will be logged. The outcome will be to identify student interests and needs to meet EPSO requirements and meet the districts AMO goals for both ELA and Math.</p>							
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>[S 3.3] ACT Preparedness</b></p> <p>The district will offer daily high quality instruction as well as provide additional opportunities to support student learning through daily RTI and before/after school tutoring August - April as well as provide opportunities for students to earn EPSOs prior to high school graduation in an effort to prepare students to be graduate ready.</p> <p><b>Benchmark Indicator</b>  The district will increase the percentage of students scoring a 21 or higher on the ACT by .5%.</p> <p><b>[G 4] Healthy and Safe Learning Environment</b>  The district will provide a positive school culture of high expectations and accountability as well as an environment where teachers, students and families are physically and emotionally safe and valued.</p> <p><b>Performance Measure</b>  Performance measure will be determined by the following: Decrease in chronic absenteeism percentages  Maintain a 90% or higher retention rate of faculty and staff  Decrease in disciplinary referrals</p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>[A 3.3.1] Success for All</b></p> <p>NSE will strive to provide a quality education so that all students may reach their full potential. If students are proficient they will be ready to continue on the path to success. All previous action steps will increase the success of students on the ACT.</p> </td> <td style="width: 33%; vertical-align: top; text-align: center;"> <p>All faculty 05/27/2022</p> </td> </tr> </table>					<p><b>[S 3.3] ACT Preparedness</b></p> <p>The district will offer daily high quality instruction as well as provide additional opportunities to support student learning through daily RTI and before/after school tutoring August - April as well as provide opportunities for students to earn EPSOs prior to high school graduation in an effort to prepare students to be graduate ready.</p> <p><b>Benchmark Indicator</b>  The district will increase the percentage of students scoring a 21 or higher on the ACT by .5%.</p> <p><b>[G 4] Healthy and Safe Learning Environment</b>  The district will provide a positive school culture of high expectations and accountability as well as an environment where teachers, students and families are physically and emotionally safe and valued.</p> <p><b>Performance Measure</b>  Performance measure will be determined by the following: Decrease in chronic absenteeism percentages  Maintain a 90% or higher retention rate of faculty and staff  Decrease in disciplinary referrals</p>	<p><b>[A 3.3.1] Success for All</b></p> <p>NSE will strive to provide a quality education so that all students may reach their full potential. If students are proficient they will be ready to continue on the path to success. All previous action steps will increase the success of students on the ACT.</p>	<p>All faculty 05/27/2022</p>
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Strategy Action Step Person	Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Behavioral Interventions and Supports</b></p> <p>Discipline and attendance data will be collected monthly and analyzed at monthly administrative council meetings to identify those students considered to be "heavy hitters" and/or attendance concerns. Each school will have a behavior team</p>	Principal	05/27/2022	Federal [\$15000.00 ]	<p><b>[A 4.1.1] Assign an Assistant to Behavioral Modification</b></p> <p>The assistant will work directly and under the supervision of the administration and the school counselor. Duties include but are not limited to: Assistant will input discipline referrals into</p>

<p>as well as a Positive Behavior Coach and a Positive Behavior Support team made up of teachers and support staff. The behavior team will analyze the data of those students identified as heavy hitters, to identify both triggers to the challenging behaviors as well as identifying learning strategies to use preventative measures. The PBS teams at each of the schools will provide incentives to promote positive behaviors throughout the building.</p> <p><b>Benchmark Indicator</b></p> <p>District supervisors and building teams will analyze discipline and attendance data monthly to identify students with five or more discipline referrals and/or absences. Timely interventions will be put into place to decrease the number of disciplinary referrals and the chronic absenteeism rate.</p>	<p>Skyward and print Top 5 Reports for monthly behavioral meetings. Assistant will lead restorative discipline with students needing extra assistance with behavioral problems. Assistant will work closely with the School Counselor to target behaviors and assist in behavioral plans. Assistant may be assigned to an individual with behavioral problems to model behavior and cue or redirect the student in a classroom setting. Assistant will help with attendance meeting by setting up meetings and organizing documentation. Assistant will assist with a Check In/Check out program with students that need extra support.</p>				
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<p><b>[A 4.1.2] Coordinate Services of School Counselor, Mental Health Coop, and Centerstone</b></p> <p>To best address the mental health needs of our students, NSE will use the school counselor, Mental Health Coop Representative, and Centerstone representative in a collaborative relationship. The counselor will work closely with teachers to refer clients to the appropriate representative. All parties involved with a particular student will be included in the behavioral meetings and involved in the behavioral plan for that student.</p>	Principal	05/27/2022	No additional Funding Necessary	
<p><b>[A 4.1.3] Behavioral Team Meetings</b></p> <p>Behavioral meetings will be held monthly to go over Top 5 reports on discipline to determine priority students that need support. During the monthly meetings, data will be studied to see trends in school wide policies, behavioral plans will be revisited for progress, and individualized meetings will be set-up for new students that may need behavioral plans. Monthly behavior meetings may</p>	Principal	05/27/2022	Federal (PBS coordinator) [\$1000.00]	

<p>include, but not limited to, administrator, school counselor, PBS leader, Special Education teacher, school psychologist, and mental health representative.</p>				
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<p><b>[S 4.2] Prevention Education</b></p> <p>The Coordinated School Health supervisor will distribute, collect and analyze student surveys two times per year (one during the first semester and one during the second semester) to collect pre and post data on safety and social issues that have an impact on student achievement. The survey conducted during the first trimester will identify areas of concerns for students. Assembly programs such as suicide prevention, bus safety, etc will be planned to support students in becoming safe, productive citizens. All staff will be trained on Suicide Prevention. Each school will house a counselor from Centerstone to provide services and supports for those students with mental health and behavior challenges. Students identified as "at risk" will have the opportunity to participate in Cop Camp, a week long experience during the summer hosted by local law enforcement, to support appropriate behaviors and establish positive relationships with law enforcement officers.</p> <p><b>Benchmark Indicator</b></p> <p>The Coordinated School Health (CSH) Supervisor will bring data from student surveys administered twice a year to the monthly Administrative Council Meetings (ACMs). Each school will bring both</p>	<p><b>[A 4.2.1] PBS program</b></p> <p>The PBS team will study trends of Top 5 Skyward discipline reports to determine school wide trends in the data. The team will target areas or procedures in the school that are problematic for discipline problems. The team will decide if re-teaching of the desired behaviors needs to occur or a change in procedures are necessary. The PBS team will look for sources to fund rewards for students that exhibit positive behavior. PBS coordinator will keep documentation of classroom rewards and school wide rewards for future reference and to keep student handbook up to date on PBS related information.</p>	<p>PBS coordinator</p>	<p>05/27/2022</p>	
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<p>discipline and attendance data to the monthly Administrative Council Meetings to identify school trends and provide necessary supports in order to decrease the number of behavioral incidences, decrease student and teacher absences allowing maximum access to academic instruction in order to meet the districts AMO goals for ELA, Math and chronic absenteeism for students.</p>				
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<p><b>[A 4.2.2] School Counselor In-Class Lessons</b>  School Counselor will teach approximately 1 class per grade level once a week on social issues and other related areas as defined in the state curriculum. From: TENNESSEE STATE BOARD OF EDUCATION-SCHOOL COUNSELING MODEL &amp; STANDARDS POLICY 5.103 Direct Student Services: services and programs delivered directly to students ■ School Counseling Curriculum: prevention and intervention programs delivered to all students to help them achieve mastery of school counseling standards. o Instruction o Group Activities ■ Individual Student Planning: activities designed to help all students plan, monitor, and manage their own learning o Appraisal o Advisement</p>	<p>School Counselor &amp; Principal</p>	<p>05/27/2022</p>		
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<p><b>[S 4.3] Safety and Security</b></p> <p>Security cameras, buzzer entrances and staff identification lanyards will be utilized to enhance prevention, identification and intervention as a means of insuring a safe, drug-free environment for the student population. A system-wide administrator will be assigned to safety to update and maintain safety plans, ensure safety procedures such as fire drills are followed and monitor areas of concerns identified by staff.</p> <p><b>Benchmark Indicator</b></p> <p>The Coordinated School Health Supervisor will administer student surveys twice each year to identify the percentage of students who feel safe in the school environment. Safety and fire drills will be conducted and logged monthly by school administrators. Each school will bring each months discipline data to the ACM to identify school trends and provide necessary supports in order to decrease the number of behavioral incidences allowing maximum access to academic instruction</p>	<p><b>[A 4.3.1] Yearly Safety Plan</b></p> <p>A yearly safety plan will be reviewed and updated to address any new needs. A yearly building audit will be performed to check for posted exits diagrams, drills, and door window covers. All required drills will be performed to fulfill the requirements of the fire marshall.</p>	<p>Adiministrators</p>	<p>05/27/2022</p>		
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<p>in order to meet the districts AMO goals for ELA, Math and chronic absenteeism for students.</p>					
	<p><b>[A 4.3.2] Need for New School Radios</b></p> <p>Current Radios are few and old. Radios are needed for each grade level to be used on playground, both administrators, two in the office, SRO, two for car riders/buses, and counselor.</p>	<p>Admistrators &amp; Safety Supervisor</p>	<p>10/29/2021</p>		

