

North Stewart Elementary Annual Plan (2024 - 2025)

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[G 1] By spring 2025, we will increase the percent of ALL students who met or exceeded expectations & TVAAS Growth on the TN state ELA assessments. 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:

Increase the percentage of students who "met or exceeded expectations" from 31.1% to 36.9% and reach Level 3 on TCAP for grade 3 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 39.9% to 41.1% and reach Level 3 on TCAP for grade 4 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 34.4% to 35.4% and reach Level 3 on TCAP for grade 5 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 43.9% to 44.8% and reach Level 3 on TCAP for grade 6 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 41.6% to 42.4% and reach Level 3 on TCAP for grade 7 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 25% to 26% and reach Level 3 on TCAP for grade 8 ELA in 2025.

Increase the percentage of students who "met or exceeded expectations" from 32.9% to 38.1% and reach Level 3 on EOC for English I in 2025.

Increase the percentage of students who "met or exceeded expectations" from 46.4% to 49.1% and reach Level 3 on EOC for English II in 2025.

Increase the percentage of students with disabilities who "met or exceeded" expectations from 6.9% to 11.5% on TCAP for grades 3-8 ELA in 2025.

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 assessment to collect triannual data in Grades 3-11. Additionally, aimswebPlus will be used as a</p>	<p>[A 1.1.1] Benchmarking NSE will also use a variety of benchmarking tools including ESGI, Aimsweb, and Mastery Connect. Benchmarking with ESGI will be ongoing in grades K-1. ESGI district tabs will be ongoing every nine</p>	<p>Anne Templon, Tara Page, Kristin Powell, classroom teachers</p>	<p>05/16/2025</p>	<p>Federal Funder</p>	

<p>universal screener for students grades K-8 and will be administered 3 times per year (September, January, and March). 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 2024-25. 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>**To improve scores and increase success rates, student data will be tracked and discussed. Goals will be set for individual 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</p>	<p>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>support through Tier II & Tier III intervention. Students' benchmark data will be recorded on a spreadsheet paired with TVAAS projection scores 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 ownership through 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>Classroom teachers, Kristin Powell, Tara Page, Anne Templon</p>	<p>05/09/2025</p>		
	<p>[A 1.1.3] Data Tracking 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>Classroom teachers, Anne Templon, Tara Page, Kristin Powell</p>	<p>05/16/2025</p>		
<p>[S 1.2] Response to Intervention & Tutoring The district places a heavy emphasis on commitment to the whole child and addressing challenges that will cultivate improvements in instruction and intervention. All of our students are Tier 1 students first, the assumption is that they will receive regular Tier I ELA instruction throughout</p>	<p>[A 1.2.1] Increasing 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</p>	<p>Tara Page, Kristin Powell, Anne Templon, Classroom teachers</p>	<p>05/09/2025</p>		

<p>the day; however, effective intervention strategies that address the specific needs of students in Tier II and Tier III will be provided.</p> <p>Benchmark Indicator **Review of progress monitoring data:** The instructional supervisor, ELA coach, and school administrators will collect, monitor, and review progress monitoring data at least once every 4.5 weeks.</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>RTI Fidelity Monitoring Walk-throughs will take place quarterly for Tier 2, and monthly for Tier 3.</p> <p>**Review of benchmark & screening 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>Student performance will be measured by growth on aimswebPlus URS administered three times a year. Reassignment will be determined by specified goals on set screeners.</p>	<p>provide support via corrective feedback during student practice with word building, decodable readers, spelling, and math practice.</p> <p>In grade 2, we have a large number of students with ILP-Ds, the schedule will be arranged to have targeted small group time with these students. Our goal is for these student to progress in their literacy skills, so they can exit the ILP-D.</p> <p>In grades 3-5, 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>In grade 5, students that did not make adequate growth will have high dosage, low ratio tutoring. Students will focus on 2 or 3 standards to improve by the next benchmark.</p>				
	<p>[A 1.2.2] 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>Tara Page, Kristin Powell, Anne Templon,</p>	<p>05/09/2025</p>		

	<p>[A 1.2.3] 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>	Tara Page, Kristin Powell, Anne Templon, classroom teachers	05/09/2025		
<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 2024. Session agendas will be developed throughout spring 2024 after analyzing instructional trend data collected from data-checkpoint walkthroughs (TNTP) on March 24' and April 24'. August training will extend FY24's work on lesson and unit planning protocols/internalization, student-work analysis, and foundational skills strategies. Additional professional development sessions have been built into the 2024-25 calendar (October 24' & March 25'). 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 ensure students are on track and the district is working towards achieving the established goals.</p> <p>**Monthly instructional walkthroughs: **School-level administrators, district supervisors,</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 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>	Classroom teachers, Anne Templon, Tara Page, Kristin Powell	05/16/2025		

<p>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 24-25 will be on Core Action 3. The district leadership team and the instructional team will review data monthly to observe instructional trends and needs. Walkthrough data will be used to collaborate with TNTP and make adjustments to PD opportunities.</p> <p>**Survey data:** Results from an LEA-created professional development needs assessment survey and the Tennessee Educator Survey will provide the district with teachers' perceptions of professional development effectiveness for each school. Additionally, feedback from TNTP surveys, collected in the fall and spring of each year, will provide insights into the effectiveness of the instructional coaching professional development.</p> <p>Professional development will be tailored to meet the existing needs of teachers and administrators.</p>					
	<p>[A 1.3.2] Vertical PLCs Administrators and instructional coach will facilitate a vertical PLC once a quarter to include 3rd-5th grade ELA teachers. The work of the PLC will focus on student work analysis connected to the Guidebooks curriculum. Literacy coach will guide teachers through the established protocol to analyze student work and assist teachers in supporting each other with cross level standards. Teachers will discuss how standards progress and adjust across grade levels.</p>	<p>3-5 ELA teachers, Tara Page, Anne Templon, Kristin Powell.</p>	<p>05/23/2025</p>		

	<p>[A 1.3.3] Intellectual Prep work during weekly PLCs</p> <p>Teachers, academic coaches, and admin will plan during weekly PLCs for content delivery, specific questions that will lead student understanding, and anticipating any misconceptions and how they may address it. Teachers will annotate the curriculum lesson plans with their prep work. Having a deep level of understanding of the content and student needs will ensure that all students have access to the content. A plan will be put in place also for students with accommodations to ensure they access grade level content.</p>	Tara Page, Kristin Powell, Classroom teachers, Anne Templon	05/16/2025		
<p>[S 1.4] Write Instructionally Appropriate IEPs for SWD to improve instruction and services</p> <p>Special Education and General Education teachers will collaborate to write instructionally appropriate IEPs for SWD by utilizing current data and performance measures to guide student needs. The goal is for special education and general education teachers have equal voice in the development of a student's IEP.</p> <p>Benchmark Indicator</p> <p>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 and shared with appropriate instructional staff at each school. 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. This data will be used to guide Instructionally Appropriate IEPs.</p>	<p>[A 1.4.1] Implement Instructionally Appropriate IEPs</p> <p>The special education teacher and general education teacher will develop and write instructionally appropriate IEPs to meet the student's individual needs. The IEP will have present levels based off three types of assessments: formal, informal, and narrative. The present levels will guide instructional goals and objectives. Input will be gathered from progress monitoring data from the special education teacher and general education teacher tracked input data forms.</p>	Sped Staff, classroom teachers, IEP teams,	05/23/2025		
	<p>[A 1.4.2] Lesson Prep focusing students with IEPs</p> <p>Special education teachers and General education teachers will plan for and deliver accommodations</p>	Classroom teachers, SPED teachers, Anne	05/23/2025		

	<p>throughout instruction and assessments. Lesson prep work will be completed in weekly PLCs to annotate lesson plans to identify areas in instruction that will require accommodations. Teachers will leverage accommodations to ensure students are spending the majority of instructional time engaged in grade level material and tasks. Teachers will identify accommodations from IEP that will support students in an effort to master grade level standards.</p>	Templon, Tara Page, Kristin Powell			
	<p>[A 1.4.3] Monthly Faculty Meeting focused on Students with IEPs Our faculty will meet once monthly after school to focus specifically on students with IEPs. The meeting will be held after school for special education teachers and general education teachers to collaborate because they do not have common planning times during the school day. Teachers will complete an IEP_504 progress check form in grade level groups for each student with an IEP and list successful and unsuccessful accommodations for helping these students access grade level standards. After each benchmark, teachers will discuss what steps need to be taken to further help these students achieve growth.</p> <p>This will be an opportunity for general education teachers to ask questions and get feedback from the special education teachers. This will be a problem solving session to focus on students with IEP's progress throughout the school year.</p>	Special education teachers, General education teachers, Tara Page, Kristin Powell	05/16/2025		

[G 2] By spring 2025, 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:

Increase the percentage of students who "met or exceeded expectations" from 23.9% to 29.2% and reach Level 3 on TCAP for grade 3 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 52.9% to 53.1% and reach Level 3 on TCAP for grade 4 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 45.6% to 46.5% and reach Level 3 on TCAP for grade 5 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 46.8% to 47.7% and reach Level 3 on TCAP for grade 6 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 45.8% to 46.7% and reach Level 3 on TCAP for grade 7 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 24.7% to 26.6% and reach Level 3 on TCAP for grade 8 Math in 2025.

Increase the percentage of students who "met or exceeded expectations" from 16.2% to 18.0% and reach Level 3 on EOC for Algebra I in 2025.

Increase the percentage of students who "met or exceeded expectations" from 28.7% to 29.6% and reach Level 3 on EOC for Algebra II in 2025.

Increase the percentage of students who "met or exceeded expectations" from 29.5% to 30.1% and reach Level 3 on TCAP for Geometry in 2025.

Increase the percentage of students with disabilities who "met or exceeded expectations" from 12.8% to 14% on TCAP for grades 3-8 in mathematics in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Enhancing Instructional Fidelity Monitoring and Coaching The LEA will provide instructional monitoring and coaching to best support rigorous standards-based math instruction. 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</p>	<p>[A 2.1.1] Student data tracking 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>	Classroom teachers, instructional coaches, admin	05/09/2025		

<p>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>Composite instructional walkthrough data goals for 2024-25 are as follows:</p> <p>**Core Action 1 Summary: 100%**</p> <p>**Core Action 3C & 3B: 70%**</p>					
	<p>[A 2.1.2] Provide high quality feedback to teachers Weekly walkthroughs will be performed by building administrators to provide high quality feedback to teachers. The administrators will offer ideas, guidance, and constructive feedback to teachers to improve instructional practices.</p>	Tara Page and Kristin Powell,	05/09/2025		
	<p>[A 2.1.3] Math Coach The school will have a math coach to support 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.</p>	Tammy Williams	05/19/2025		

<p>[S 2.2] Goal Setting, Tutoring, and Intervention: Individualizing student remediation/growth plans. MasteryConnect Predictive Assessments and aimswebPlus screening data will be utilized to provide information to drive instruction, remediation plans, and interventions. Data analysis from all assessments will be used to target areas of remediation and intervention during RTI and tutoring.</p> <p>Teachers, principals, & coaches will use data to set and monitor goals. Progress toward meeting LEA TISA achievement goals and students' TVAAS projections will be monitored and tracked.</p> <p>Benchmark Indicator **Review of progress monitoring data: **The instructional supervisor, math coach, and school administrators will monitor and review progress monitoring data quarterly and determine if a student maintains the need for high-dosage tutoring.</p> <p>**Schedules: **School principals are responsible for developing schedules of intervention and after-school tutoring programs to meet the needs of students needing intervention or remediation. 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>[A 2.2.1] Tutoring We will offer before, during, and after school tutoring in a low-ratio environment for students needing additional supports.</p>	<p>Tara Page, Kristin Powell</p>	<p>12/13/2024</p>		
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	<p>[A 2.2.2] Fluid Schedule to meet the needs of students. Administrators and teachers will develop a schedule to meet the tutoring needs of students. Educational paraprofessionals will be utilized to ensure low ratio tutoring occurs. The schedule will be fluid as groups may change throughout the year. We will analyze all student test results through data digs after each benchmark to make adjustments. Teacher assistants/paraprofessionals will be placed in classrooms with students of the highest needs.</p>	Classroom teachers, Tara Page, Kristin Powell	05/15/2025		
	<p>[A 2.2.3] Benchmark and screeners Teachers will use data from benchmark assessments and universal screeners to identify students needing support. Teachers and the math coach will analyze the data for trends. They will then use this data to create schedules for small groups and one on one instruction strategies.</p>	Classroom Teachers, Tara Page, Kristin Powell	05/16/2025		
	<p>[A 2.2.4] Student Goal Setting to create student ownership Students in grades 3-5 will each have a goal setting notebook in order to record benchmark and assessment data. Teachers will meet with students after assessments to check in on the students' goals. These notebooks will include data tracking graphs for students to track scores and also track standards of strength and needing improvement.</p>	3-5 classroom teachers, Tara Page, Kristin Powell, Tammy Williams	05/16/2025		
<p>[S 2.3] High Quality Professional Development The district will partner with NIET in 2024-25 to provide ongoing instructional support for administrators and math instructional coaches. Administrators will work to become more proficient in identifying areas of refinement in instruction and working with coaches to develop strategies and instructional plans for individual teachers directly tied to improving classroom achievement. PD will be ongoing.</p> <p>The district will work with both Curriculum Associates and McGraw Hill to provide ongoing</p>	<p>[A 2.3.1] PLC's with Math coach Provide ongoing, high quality professional development at the school level with the math instructional coach, PLC meetings, and faculty meetings for teachers that focuses on changing and improving instructional practices that result in increased student performance in math.</p>	Tammy Williams, Tara Page, Kristin Powell	05/20/2025		

<p>training on both materials and curricula resources throughout 2024-25.</p> <p>Training on various forms of data analysis will be provided.</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 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>[A 2.3.2] High quality Professional Development Administrators and the math coach in collaboration the Mid Cumberland Tennessee Core office consultants will conduct walk throughs to collect data to plan professional development for teachers to improve student performance in 3-5 math.</p>	<p>Ben Duncan, Tammy Williams, Tara Page, Kristin Powell</p>	<p>05/02/2025</p>		
<p>[S 2.4] Implementation of HQIM and standards aligned lessons. Align Tier 1 curriculum, instruction, and assessments with the state academic content standards. Instructional focus documents are used to ensure instruction & assessments are aligned to</p>	<p>[A 2.4.1] Curriculum support for teachers Teachers will be provided support in improving standards-aligned curriculum instruction by having access to high quality material, be provided opportunities to plan with grade level teams, access to job embedded professional development,</p>	<p>Tammy Williams, Tara Page, Kristin Powell</p>	<p>05/06/2025</p>		

<p>standards. Effective Tier 1 instruction that provides students the opportunity to be exposed to rigorous assessments, differentiation, and the opportunity to do grade-level mathematics 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>and opportunities to participate in modeled or coached lessons that are standards-aligned with the math coach</p>				
	<p>[A 2.4.2] Focus on Intellectual Prep for Instruction During PLC's teachers, instructional coaches, and administration will focus on intellectual prep for instruction. The curriculum provides detailed lesson plans, therefore teachers will use PLC time to prepare the curriculum lesson plans by analyzing questions for common misconceptions and to ensure scaffolds for IEPs are present. This time will also be used to make connections to the instructional focus documents so that the lessons and standards align.</p>	<p>Tammy Williams, Tara Page, Kristin Powell, Classroom teachers.</p>	<p>05/12/2025</p>		
<p>[S 2.5] Write Instructionally Appropriate IEPs for SWD to improve instruction and services Special Education and General Education teachers will collaborate to write instructionally appropriate</p>	<p>[A 2.5.1] Implement instructionally appropriate IEPs The special education teacher and general education teacher will develop and write</p>	<p>Classroom teachers, Sped Teachers, Tara</p>	<p>05/16/2025</p>		

<p>IEPs for SWD by utilizing current data and performance measures to guide student needs. The goal is for special education and general education teachers have equal voice in the development of a student's IEP.</p> <p>Benchmark Indicator 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 and shared with appropriate instructional staff at each school. 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. This data will be used to guide Instructionally Appropriate IEPs.</p>	<p>instructionally appropriate IEPs to meet the student's individual needs. The IEP will have present levels based off three types of assessments: formal, informal, and narrative. The present levels will guide instructional goals and objectives. Input will be gathered from progress monitoring data from the special education teacher and general education teacher on tracked input data forms.</p>	<p>Page, Kristin Powell</p>			
	<p>[A 2.5.2] Lesson Prep work during PLCs Special education teachers and General education teachers will plan for and deliver accommodations throughout instruction and assessments. Lesson prep work will be completed in weekly PLCs to annotate lesson plans to identify areas in instructions that will require accommodations. Teachers will leverage accommodations to ensure students are spending the majority of instructional time engaged in grade level material and tasks. Teachers will identify accommodations from IEP that will support students in an effort to master grade level standards.</p>	<p>Tammy Williams, Tara Page, Kristin Powell, classroom teachers.</p>	<p>05/06/2025</p>		
	<p>[A 2.5.3] Monthly faculty meeting focused on students with IEPs Our faculty will meet once monthly after school to focus specifically on students with IEPs. The meeting will be held after school for special education teachers and general education teachers to collaborate because they do not have common planning times during the school day. Teachers will</p>	<p>Classroom teachers, special education teachers, admin</p>	<p>05/12/2025</p>		

	<p>complete an IEP_504 progress check form in grade level groups for each student with an IEP and list successful and unsuccessful accommodations for helping these students access grade level standards. After each benchmark, teachers will discuss what steps need to be taken to further help these students achieve growth.</p> <p>This will be an opportunity for general education teachers to ask questions and get feedback from the special education teachers. This will be a problem solving session to focus on students with IEP's progress throughout the school year.</p>				
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[G 3] By Spring 2025, we will increase the percent of students College and Career Ready.

****All**** students will be provided the opportunity to achieve "College & Career Ready" status and be prepared for success after high school by hitting either the ACT college readiness benchmark or achieving one of the other early postsecondary performance indicators (AP, DE, SDC, ASVAB, Industry Credentials).

Performance Measure

Percentage of all students reaching the ACT college readiness composite benchmark will increase from 34.3% to 38.4% in 2025.

Percentage of SWD students reaching the ACT college readiness composite benchmark will increase from 0.0% to 4.7% in 2025.

Percentage of Ready Graduates will increase from 35.3% to 41.9% in 2025.

Percentage of College Career Ready will increase from 46.8% to 53.5% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Write Instructionally Appropriate IEPs for SWD to improve instruction and services. SCSS had 0% of the 100% target for Indicator 13 for FFY21. The years 18-19 and 19-20 SCSS met the 100% target. We have improved our Transition service page to be more detailed with post-secondary career goals and methods to reach those goals.</p> <p>In the past, it was determined that case managers were considering the transition service page as the transition goal and not writing a separate goal on</p>	<p>[A 3.1.1] Professional Development for all educators On-going professional development will be provided for all admin, faculty, and staff on how to implement IEPs effectively.</p>	Robyn Crain	09/09/2024		

<p>the goals page of the IEP and that goals written did not contain complete measurement criteria. However, there is evidence of improvement in this area when looking at IEP transition pages. The case managers have been great about involving the students in their transition planning during transition meetings from middle school to high school. Middle and High School case managers have recently been trained on transition services. Recent findings through IEP monitoring show that SCSS has made a lot of improvement in this area.</p> <p>Training with staff was held at the beginning of the school year to discuss the policy and procedures necessary to meet the Indicator 13 target of 100%. Case managers were provided with a copy of the Indicator 13 checklist to use for guidance when completing transition goals in IEPs. The transition page will be monitored to ensure that all areas are adequately covered for Indicator 13 to meet compliance and system level improvement.</p> <p>Training with special education teachers will take place annually during professional development week prior to school beginning in the fall. Training will consist of writing IAIEPs with an emphasis on transition goals.</p> <p>Benchmark Indicator Quarterly IEP to monitor transition services working towards goal of 100%.</p>					
<p>[S 3.2] Preschool outcomes for Children with Disabilities Stewart County School System will provide supports and training to all early childhood staff to ensure that teachers are effectively providing instruction and environments rich in social/emotional and appropriate behaviors and that the early childhood teachers understand and can effectively score students' adequate growth.</p> <p>Benchmark Indicator</p>	<p>[A 3.2.1] Effective training for Pre-k teachers and pre-k staff Support all PK teachers and PK staff through job embedded professional development opportunities and training in implementing with fidelity Connect 4 Learning curriculum. Connect 4 learning is an interdisciplinary early childhood curriculum that uses researched-based approaches in the four domains of learning: math, science, literacy and social/emotional development.</p>	<p>Jaqueline Perigen</p>	<p>12/13/2024</p>		

By May 2025, CWD performance in the areas of social-emotional skills will increase by at least 1.7%

By May 2025, CWD performance in the are of appropriate behaviors will increase by at least 2.6%

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