Donelson Elementary Annual Plan (2020 - 2021)

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[G 1] Academic Achievement & Growth: Numeracy - For 2020-21, DES will increase academic achievement in Mathematics to meet or exceed our AMO in grades 3-5.
As noted in the insights captured within our prioritized need in mathematics, there is a need for continued growth in math performance for all students and subgroups. Please note that CASE data is included due to TCAP being cancelled for the 2019-2020 school year due to the COVID-19 pandemic.For grades K-2, DES will maintain a focus on early grades numeracy that builds on all students' skills and knowledge. Students in math grade 2 were 88.8% OT/M for the 2018-2019 school year. Using 2019-2020 CASE data from Test 3, 79.4% of DES second graders were OT/M. This is an increase of 8.5% from CASE 1 to CASE 3. Through the continued use of research based best practices that support conceptual understanding, DES expects to see continued progress.Using TCAP data in grades 3-5, the "all students" group performed at 83.3% OT/M in 2018-2019. Using 2019-2020 CASE data from Test 3, 75% of DES third graders, 86.4% of fourth graders, and 92.1% of fifth graders were On Track/ Mastered. Third graders increased by .3% from Test 1 to Test 3. Fourth graders decreased by 5.8% from Test 1 to Test 3. Fifth graders increased by 9.5% from Test 1 to Test 3.Disaggregated data from the 2019-2020 school year was not available due to cancellation of TCAP. However, in 2018-2019 the percentage of Economically Disadvantaged students OT/M was to 77.8%, showing a growth of 34%. In 2018-2019, 73.3% of our ELL students were OT/M, which represented a 8.5% decrease in this particular subgroup. Our SWD students increased to 31.8% OT/M in 2018-2019, showing a 8.5% increase from the previous year's data.Our root cause analysis uncovered several possible causes for math achievement across grades 3-5 among all students, including a need for more intentional differentiation for subgroups. Progress has been made in providing professional development in differentiated instruction and with ongoing co-teaching trainings. Each day, Tier 1 math students, including ED and ELL students in this tier, participate in a 60-minute math block, as well as in math intervention. Tier 2 students of all subgroups participate in math intervention in a math interventionist's classroom. All students, including ED and ELL students, also participate in iReady, which is differentiated for each child's specific needs. An incentive program, based on the amount of time spent on lessons and on the number of lessons passed, will continue to be implemented to encourage students to spend time on iReady and to always do their best as they work on the given lessons. Teachers will actively complete a data analysis on each child, separately by subgroups, that will examine student performance in math based on AimsWeb, iReady, TCAP, report card grades, etc. All students performing at Tier 2 or Tier 3 as based on iReady scores, will be targeted for math improvement through teacher and school-wide interventions. As described in our prior strategies, our efforts to expand and increase content knowledge in mathematics across grade levels will have a positive impact on teacher growth and student achievement.

Performance Measure
Increase the percentage of students scoring proficient in mathematics to meet or exceed our annual measurable objective (AMO) in 2020-2021 in the grade band of 3-5.Increase the percentage of students who are on track or mastered from 88.9% to 89.8% on TCAP for grade 2 mathematics in 2021.Increase the percentage of students who are on track or mastered from 82.3% to 83.2% on TCAP for grade 3 mathematics in 2021.Increase the percentage of students who are on track or mastered from 83.5% to 84.5% on TCAP for grade 4 mathematics in 2021.Increase the percentage of students who are on track or mastered from 85.0% to 85.9% on TCAP for grade 5 mathematics in 2021.Track data from CASE benchmark assessments and iReady benchmark assessments throughout the year to ensure progress towards the AMO goal.Qualitative data review from professional development reflections related to increasing academic achievement in mathematics.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Improve Teacher Content Knowledge Support all teachers, including all special education teachers and EL teachers, through job-embedded professional development activities in the areas of math instruction, including research-based strategies and differentiation to improve instruction.	**[A 1.1.1] Participate in Professional Development Activities** Administrators and teachers will use PD funds allotted to DES to attend high quality PD opportunities that target improved student performance in mathematics. (Possible	Jill Hodum, Principal	02/01/2021	General Funds	

Benchmark Indicator Donelson Administration will support the district in being responsible for the following benchmark indicators related to the school's mathematics goal:Donelson Administration will participate in a quarterly review of all indicators on the TEAM Rubric as well as Refinement and Reinforcement areas using TCAP Data. Trends and patterns will be analyzed to provide strategies and feedback to administrators for improving instructional practices.Donelson Administration will complete surveys following each PD session to evaluate the content presented. Surveys will be analyzed by Instructional Supervisors quarterly to determine the future support needs.Pacing guide revisions are conducted quarterly by curriculum authors.CASE Benchmark Data will be reviewed by DES administrators and teachers to look for patterns and trends related to math after each quarterly administration.iReady Universal Screener Data will be reviewed by the DES administrators and teachers, including special education teachers, 2 to 3 times a year to look for patterns and trends related to math after each screening window.	conferences/ workshops to attend: NCTM State/ Regional/ National Conferences, SDE Math Workshops, Illustrative Math Trainings, etc.) Based on TEAM Analysis and Classroom Walkthroughs the following professional development topics will be given to math teachers: Standards-focused planning, student discourse, and math remediation.				
	[A 1.1.2] Partner with Southwest Core Team for Instructional Training in Data Analysis School teams (including Special Education teachers and EL teachers) will participate in math trainings offered by SWCore Academic Consultants in the areas of curriculum and instruction, PLCs, RTI2, and data analysis. School personnel will also collaborate with SWCore Consultants to develop customized, on-site sessions to address the needs of our school.	Krista Heller, Assistant Principal	03/31/2021	General Funds	
	[A 1.1.3] Provide supplemental materials and support for Arlington Online students Each quarter, DES administration and teachers will work with District Administrators to provide supplemental material to virtual students, including EL students or students with IEPs/ 504 plans.	Kelly Lofton, Assistant Principal	03/31/2021	General Funds	

	Examples of materials include dry erase boards, mathematics manipulatives, flash cards, etc. These materials will help students as they master Mathematics objectives and will ultimately help to improve Mathematics scores on TCAP.				
[S 1.2] Improve the quality of administrator feedback By providing teachers high quality feedback, administrators will be able to improve educator instructional practice in support of higher student achievement. **Benchmark Indicator** TEAM evaluation data will be reviewed quarterly within TN Compass and areas of reinforcement and refinement will be noted. DES Administration will work with the district to look for patterns and trends in the data and provide collaborative opportunities with instructional supervisors and administrators to determine individualized targeted support with strategies reflective of the academic shifts.	**[A 1.2.1] DES administrators will participate in professional learning on high quality mathematics practices** Training will include: Professional learning for administrators on mathematics instructional shifts delivered by the SWCore Consultants, Math Workshops (SDE, Teacher Created Materials, ASCD, state trainings, etc.). More in-depth engagement with high-quality mathematics curriculum will be delivered by state consultants and publishers.	Jill Hodum, Principal	04/30/2021	General Funds	
	[A 1.2.2] DES administrators will be engaged with professional learning focused on high-quality academic feedback DES administration will work with district personnel to calibrate TEAM evaluations quarterly. DES administration will also work with district staff to analyze the refinement and reinforcement feedback give on multiple observations. Based on the findings, DES administration will reflect on feedback given and make changes to evaluation feedback accordingly.	Kelly Lofton, Assistant Principal	12/31/2020	General Funds	
	[A 1.2.3] Enhance Professional Learning Communities DES administration and staff will revisit structures and protocols of PLCs throughout the school environment. DES administration will work with PLC Coaches in professional development with teachers, including special education teachers, to ensure PLCs are using evidence to inform and	Jill Hodum, Principal	10/31/2020	General Funds	

	improve professional practice and to build capacity, while positively impacting student learning in Mathematics, including students with disabilities.				
[S 1.3] Implement High Quality PLCs with Data Disaggregation This year, Donelson will continue to implement PLCs but these meetings will include a stronger emphasis on data disaggregation. Teachers, including special education teachers, will create data dashboards that include data from iReady, CASE, AimsWeb, classroom performance, etc. and will use these data dashboards to purposely disaggregate data trends and patterns. Donelson will also hold round table discussions in PLC format to discuss data trends after each CASE benchmark. The purpose of these meetings is to discuss if our AMOs are being met and next steps needed. Last, teachers will conduct peer to peer observations in order to reflect on strong practices being completed in other classrooms and to give feedback to peers on ideas that could be beneficial to them. With a stronger focus on data disaggregation in PLCs, DES ultimately hopes to improve mathematics scores across the school. **Benchmark Indicator** Growth in Mathematics, based on data focused PLCs, will be measured by the following:iReady growth in grades K-5CASE benchmark assessments in grades 2-5AimsWeb assessments in grades K-5Growth and/ or Achievement on TNReady Math Assessment in Grades 2-5	**[A 1.3.1] Create Data Dashboards in PLCs** Data dashboards will be created in PLC meetings with data being disaggregated and trends and patterns discussed by all teachers, including special education teachers. Data will include iReady, CASE, AimsWeb, previous TCAP scores, classroom performance, and will group students by subgroups. Teachers will detail steps taken to improve student performance in Mathematics.	Kelly Lofton, Assistant Principal	04/15/2021	General Funds	
	[A 1.3.2] Round Table Discussions after each benchmark DES will hold round table discussions with each grade level, including special education teachers, that participates in the CASE assessment. Grade levels will discuss data as it relates to meeting the AMO. Teachers will create action steps on how to meet the needs of each student based on the child's performance on CASE. Teachers will note	Jill Hodum, Principal	03/26/2021	General Funds	

	students who are in subgroups and will make plans to assist them in increasing Mathematics scores.				
	[A 1.3.3] Peer to Peer Observations After reviewing data from TNCompass, DES administration will assign peers for teachers, including special education teachers, to go observe based on refinement needs. Teachers will note strategies being implemented and will give "glows" for the teacher they are observing. Teachers will then provide a reflection based on what they learned and what they could implement in their own classroom. Peer to peer observations will be conducted at least twice during the school year.	Krista Heller, Assistant Principal	04/01/2021	General Funds	

[G 2] Academic Achievement & Growth: Literacy - For 2020-21, DES will increase academic achievement in English Language Arts to meet or exceed our AMO in grades 3-5 ELA

As noted in the insights captured within our prioritized need in literacy, there is a need for continued growth in ELA performance for all students and subgroups. Please note that CASE data is included due to TCAP being cancelled for the 2019-2020 school year due to the COVID-19 pandemic.For grades K-2, Donelson will maintain a focus on early grades literacy that builds students' skills and knowledge. Donelson Elementary expects to see improvement through the continued use of text sets/unit starters and research based best practices that support foundational literacy. In 2020-2021, Donelson Elementary is implementing a new reading curriculum to help support this goal. In 2018-2019 64.8% of students showed OT/M, which was a .1% decline from the previous year.For grades 3-5 ELA, 2018-2019 data shows a 39.8% increase in ED OT/M students. Students grew to 64.8% OT/M in 2018-2019. In 2018-2019, 46.7% of EL students were OT/M. For grades 3-5 ELA, Students with Disabilities performed at 31.8% OT/M in 2018-2019, which was an 8.5% increase from the previous year. Based on the 2018-2019 TCAP Proficiency Rating, Grade 3 had a proficiency rating of 73.6%.According to 2019-2020 CASE data, Grade 3 was projected to have a proficiency rating of 60.7% (CASE 1), 57.8% (CASE 2), and 60.3% (CASE 3). Based on the 2018-2019 TCAP Proficiency Rating, Grade 4 had a proficiency rating of 61.2%. According to 2019-2020 CASE data, Grade 4 was projected to have a proficiency rating of 59.6% (CASE 1), 66.0% (CASE 2), and 72.1% (CASE 3). Based on the 2018-2019 TCAP Proficiency Rating, Grade 5 had a proficiency rating of 60.0%. According to 2019-2020 CASE data, Grade 5 was projected to have a proficiency rating of 55.1% (CASE 1), 59.4% (CASE 2), and 63.3% (CASE 3).Our root cause analysis uncovered possible causes for the stagnant or lower literacy achievement across grades 3-5. Noted challenges include a lack of comprehensive ELA resources and a need for more intentional differentiation for subgroups. Progress has been made in providing professional development in differentiated instruction and specific literacy multi-sensory strategies are being used in intervention classes. Each day, Tier 1 students, including ED and ELL students in this tier, participate in a 90-minute reading block, as well assign reading intervention. Students in Tier 2 for reading participate in reading intervention in an interventionist's classroom. Our interventionists are trained in multi-sensory methods to help all students succeed. All students also participate in iReady, which is differentiated for each child's specific needs. A school-wide incentive program, based on the amount of time spent on the program on on the number of lessons passed, was implemented to encourage students to spend time on iReady and to always do their best as they work on the given lessons. Teachers will actively complete a data analysis on each child, separated by subgroups, that will examine student performance in ELA based on AimsWeb, IReady, TCAP, report card grades, etc. Students who performed on Tier 2 or Tier 3 as based on iReady reading will be identified on the school-wide data wall. These students will be targeted for reading improvement through teacher and school-wide interventions.Arlington Community Schools has recently adopted HMH in our textbook adoption for ELA. This new curriculum will help teachers continue to provide an academically rigorous environment for all learners. All ELA teachers have participated in virtual professional development to learn how to best implement this new curriculum. Teacher teams have also assembled to update the pacing guides for the new curriculum. As described in our prior strategies, our efforts to expand and increase content knowledge in literacy will likely have a positive impact on teacher growth and student achievement.

Performance Measure

Increase the percentage of students scoring proficient in English Language Arts to meet or exceed our annual measurable objective (AMO) in 2020-21.Increase the percentage of students who are on track or mastered from 65.9% to 67.9% on TCAP for grade 2 ELA in 2021.Increase the percentage of students who are on track or mastered from 73.0% to 75.3% on TCAP for grade 3 ELA in 2021.Increase the percentage of students who are on track or mastered from 61.2% to 63.6% on TCAP for grade 4 ELA in 2021.Increase the percentage of students who are on track or mastered from 60.0% to 62.5% on TCAP for grade 5 ELA in 2021.For K-1, track data from AIMSweb Plus benchmarks and iReady benchmarks to ensure progress is being made by each child.For grades 2 - 5 ELA, track data from CASE benchmark assessments throughout the year to ensure progress towards the AMO goals.Review qualitative data from professional development reflections related to increasing academic achievement in English Language Arts. Teacher responses indicate a deeper understanding of the instructional shifts in ELA standards and teaching practices.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Implement a New, High-Quality, Comprehensive ELA Curriculum Aligned to TN Standards Adopting and implementing new, high-quality instructional materials in grades K-5 will ensure that all students have access to the resources and practices needed to reach proficiency. **Benchmark Indicator** Donelson Administration will support the district in being responsible for the following benchmark indicators related to the school's literacy goal:Donelson Administration will participate in a quarterly review of all indicators on the TEAM Rubric as well as Refinement and Reinforcement areas using TNCompass Data. Trends and patterns will be analyzed to provide strategies and feedback to administrators for improving instructional practices.DES administration will complete surveys following each PD session to evaluate the content presented. Surveys will be analyzed by Instructional Supervisors quarterly to determine the future support needs.Pacing guide revisions are conducted quarterly by curriculum authors.CASE Benchmark Data will be reviewed by DES administrators and teachers, including special education teachers, to look for patterns and trends related to ELA after each quarterly administration.iReady Universal Screener Data will be reviewed by the DES administrators and teachers, including special education teachers, 2 to	**[A 2.1.1] Participate in ongoing professional learning for teachers and administrators related to new instructional materials and literacy instructional best practices.** This process will include:Participating in Tennessee's Early Literacy initiative to provide K-2 teachers with a high-quality foundational skills curriculum, training on the science of reading and implementation of materials and ongoing coaching opportunities.DES Admin and Teachers will participate in the K-12 District Literacy Committee to provide input/ feedback regarding professional development and address needs/ concerns in order to provide ongoing support for teachers and administration during implementation of the new ELA instructional materials for 2020-2021.Planning professional development opportunities throughout the year, which address specific needs, strengthen teacher content knowledge and support successful implementation of curriculum.Focusing on the following professional development topics initially (based on TEAM analysis and classroom walkthroughs): standards- focused planning, student discourse, scaffolding of high quality questions to build necessary knowledge and skills for instructional tasks, best practices for remediation, and explicit systematic instruction for foundational skills (K-2 Focus).Making connections between new curriculum and the TEAM Evaluation rubric.	Jill Hodum, Principal of Donelson Elementary	05/20/2021	General Funds	

3 times a year to look for patterns and trends related to literacy after each screening window.					
	[A 2.1.2] State/ Southwest Core Instructional Training and Data Analysis School teams (including SPED teachers) will participate in literacy trainings offered by the TDOE and SWCore Academic Consultants in the areas of English Language Arts standards, PLCs, RTI2, and data analysis. School personnel will also collaborate with SWCore Consultants to conduct Literacy Learning Walks and develop customized, on-site sessions to address the needs of DES.	Kelly Lofton, Assistant Principal	03/31/2021	General Funds	
	[A 2.1.3] Provide supplemental materials and support for Arlington Online students Each quarter, DES will work with District Administrators to provide supplemental materials to all virtual students, including virtual students with IEPs or 504 plans. Examples of materials include dry erase boards, reading manipulatives, flash cards, etc. These materials will help students as they master ELA objectives and will ultimately help to improve ELA scores on TCAP.	Kelly Lofton, Assistant Principal	03/31/2021	General Funds	
[S 2.2] Improve the quality of administrator feedback By providing teachers, including special education teachers, higher quality feedback, administrators will be able to improve instructional quality in support of higher student achievement. **Benchmark Indicator** TEAM evaluation data will be reviewed quarterly within TNCompass and areas of reinforcement and refinement will be noted. DES Administrators will work with ACS District Staff to note patterns and trends in the data.	**[A 2.2.1] Engage administrators in professional learning on high-quality literacy practices** Training may include:Donelson admin will participate in the HQIM Professional Learning Series for District and School Leaders. This training focuses on implementing high-quality ELA materials through in-person and remote settings.More in-depth training/ engagement with high-quality literacy curriculum adopted by districtSpecific focus on how school administrators can best support teachers during stages of implementation and provide high quality feedbackProfessional learning for administrators on ELA instructional shifts delivered by the SWCOre Consultant(s) Literacy workshops (SDE, Teacher Created Materials, ASCD, state trainings, etc.)	Krista Heller, Assistant Principal	04/09/2021	General Funds	

	[A 2.2.2] Engage administrators in professional learning focused on high-quality academic feedback Calibration of TEAM evaluations will be conducted quarterly by District Personnel and shared with DES Administrators. DES Administrators will be receptive to the feedback given to support best practices in literacy especially in our initial professional development focus areas, which include the following: standards-focused planning, student discourse, scaffolding of high quality questions to build necessary knowledge and skills for instructional tasks, best practices for remediation, and explicit, systematic instruction for foundational skills (K-2 focus).	Kelly Lofton, Assistant Principal	12/18/2020	General Funds	
	[A 2.2.3] Enhance Professional Learning Communities Donelson Elementary administration and staff, including special education teachers, will revisit structures and protocols for PLCs throughout the school environment. DES administration will work with PLC coaches in professional development with teachers to ensure PLCS are using evidence to inform and improve professional practice and to build capacity, while positively impacting student learning in ELA, including students with disabilities.	Jill Hodum, Principal of Donelson	12/11/2020	General Funds	
[S 2.3] Implement High Quality PLCs with Data Disaggregation This year, Donelson will continue to implement PLCs but these meetings will include a stronger emphasis on data disaggregation. Teachers will create data dashboards that include data from iReady, CASE, AimsWeb, classroom performance, etc. and will use these data dashboards to purposely disaggregate data trends and patterns. Donelson will also hold round table discussions in PLC format to discuss data trends after each CASE benchmark. The purpose of these meetings is to discuss if our AMOs are being met and next steps needed. Last, teachers will conduct peer to peer observations in order to reflect on strong practices	[A 2.3.1] Create Data Dashboards in PLCs Data dashboards will be created in PLC meetings with data being disaggregated and trends and patterns discussed by all teachers. Data will include iReady, CASE, AimsWeb, previous TCAP scores, classroom performance, and will group students by subgroups. Teachers will detail steps taken to improve student performance in ELA.	Kelly Lofton, Assistant Principal	03/31/2021	General Funds	

being completed in other classrooms and to give feedback to peers on ideas that could be beneficial to them. With a stronger focus on data disaggregation in PLCs, DES ultimately hopes to improve literacy scores across the school. **Benchmark Indicator** Growth in ELA, as based on data focused PLCs, will be measured by the following:iReady growth in grades K-5CASE benchmark assessment in grades 2-5AimsWeb assessments in grades K-5Growth and/ or Achievement on TNReady ELA assessment in grades 2-5					
	[A 2.3.2] Round Table Discussions after each benchmark DES will hold round table discussions with each grade level, including special education teachers, that participates in the CASE assessment. Grade levels will discuss data as it relates to meeting the AMO. Teachers will create action steps on how to meet the needs of each student based on the child's performance on CASE. Teachers will note students who are in subgroups and will make plans to assist them in increasing ELA scores.	Jill Hodum, Principal	03/05/2021	General Funds	
	[A 2.3.3] Peer to Peer Observations After reviewing data from TCAP, DES administration will assign peers for teachers to go observe based on refinement needs. Teachers, including special education teachers, will note strategies being implemented and will give "glows" for the teacher they are observing. Teachers will then provide a reflection based on what they learned and what they could implement in their own classroom. Peer to peer observations will be conducted at least twice during the school year.	Krista Heller, Assistant Principal	04/01/2021	General funds	

[G 3] For 2020-21, DES will increase academic achievement for Students with Disabilities in both ELA and Math to meet or exceed AMO in grades 3-5.
Improving academic achievement among students with disabilities is a continued area of focus for our school as evident in our captured insights from recent data. Special Education teachers in grades K-2, specifically, work collaboratively with general education teachers to share effective strategies to meet the needs of SWD students within Tier 1 instruction. There is increased emphasis in multi-sensory strategies and research-based practices for all teachers, shared by interventionists and SPED teachers for general education support. At the direction of the Tennessee Commissioner of Education, school districts throughout the State of Tennessee, including Arlington Community Schools, were required to be closed for the period of March 23 through the end of the 2019-20 school year. Due to the mandated closure our plan is to evaluate and determine

whether or not our students exhibit any regression or recoupment in order to provide appropriate and individualized supports. TDOE canceled the 2019-2020 TCAP assessment, therefore there is no state standardized data to analyze for that year. DES was showing an upward trend in performance of SWD. In 2018-2019 31.8% of SWD performed OT/M, which was a 6.1% increase from the previous year. Our root cause analysis revealed several challenges including limited opportunities for authentic collaborative planning for co-teach teams, the need for professional development on grade level standards for SPED teachers, and inconsistent SPED staffing practices at the majority of our schools. In an effort to promote progress in achievement within the SWD subgroup, the district has provided co-teach training and implemented the Focus Math Curriculum for elementary. Differentiation trainings for instruction and Orton Gillingham trainings have been provided for SPED teachers in grades K-5. Based on walk-throughs in co-teach classes, some progress has been noted in collaborative planning and content delivery. SPED teachers have expanded their knowledge base related to specific, multi-sensory strategies to utilize with this population of students in grades K-5.

Performance Measure
Increase the percentage of students with disabilities scoring proficient in both ELA and mathematics to meet or exceed our annual measurable objective (AMO) in 2020-21 in the grade band of 3-5.Increase the success rate of SWD from 48.7% to 49.6% on TCAP for grades 3-5 in 2021.Increase the percentage of SWD scoring on-track/mastery on TCAP in grades 3-5 ELA from 33.6% to 34.5% in 2021.Increase the percentage of SWD scoring on-track/mastery on TCAP in grades 3-5 Math from 58.6% to 59.5% in 2021.Increase the percentage of SWD scoring on-track/mastery on TCAP in grade 2 ELA from 40.4% to 44.1% in 2021.Increase the percentage of SWD scoring on-track/mastery on TCAP in grade 2 Math from 62% to 64.4% in 2021.SWD goals are reviewed within each Individualized Education Plan every 4.5 weeks by SPED case managers to track student progress, including students in the early grades.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Provide professional development opportunities for all teachers Teachers will engage in ongoing professional development with a focus on remediation to address gaps in skills. **Benchmark Indicator** Walk through tools for teachers: DES administration will work with district office to conduct walkthroughs each semester utilizing a walkthrough tool to observe implementation of remediation strategies. Feedback will be shared with teachers and administrators and will also help determine future support needs.Exit surveys from PD sessions: DES will provide a survey following each PD session to evaluate the content presented. Surveys will be analyzed by district office personnel quarterly to determine the future support needs.Data dashboards and data meetings: Data will be disaggregated by district and school administration and teachers quarterly	**[A 3.1.1] Engage all teachers in ongoing professional development related to Remediation and Differentiation Strategies (Special Education and General Education)** Ongoing collaborative, professional development focused on remediation and differentiation strategies will be provided for both special education and general education teachers. PD will center around the following: Effective strategies that impact educator practice and student performanceImprovement of Tier 1 instructionIntervention for all studentsFull collaboration between general education and special education	Kelly Lofton, Assistant Principal	04/01/2021	General Funds	

during SPED PLC meetings to look for patterns and trends related to ELA and Math for SWD.					
	[A 3.1.2] Engage teachers in ongoing data disaggregation and analysis Teachers, including special education teachers, will maintain data dashboards to include results from state assessments, AIMSWeb screenings, iReady, CASE Benchmarks, IEP accommodations, subgroup information, classroom grades, etc. This data will be used for determining present levels of performance to drive each student's instructional appropriate IEPs.	Krista Heller, Assistant Principal	03/12/2021	General Funds	
	[A 3.1.3] Engage teachers in co-teach collaborative planning Consistent, collaborative planning time will be scheduled for each co-teach team weekly to ensure best practices are implemented and aligned with state standards.	Jill Hodum, Principal	01/15/2021	General Funds	
	[A 3.1.4] Engage SPED Teachers in Targeted Professional Development Teachers will participate in targeted SPED trainings during the fall district wide inservice days, as well as during the quarterly SPED PLC meetings. Topics will include but not be limited to: IEPs, accommodations and modifications, FBA/BIP, data collection, modeling/ prompting, transition plans, and progress reporting.	Krista Heller, Assistant Principal	05/04/2021	General Funds	