

If you have any comments and/or questions about Jackson Elementary Annual Plan, please contact the school at the following email address and/or phone number:

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Jackson Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Jackson Elementary will increase the number of all students meeting expectations and exceeding expectations in English Language Arts (ELA) on the Tennessee Comprehensive Assessment Program (TCAP) – TN Ready from 31.4% in 2024 to 40% in the Spring of 2026.

Performance will be measured using the following tools:

TN Ready Assessment

Universal Screener - iReady

Teacher made assessments

Grade Level Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction In 2021, MSCS adopted the McGraw-Hill literacy curriculum, Wonders. Wonders is an approved literacy curriculum approved by the Tennessee Department of Education. It has been deemed to be aligned to the Tennessee English Language Arts State Standards. Implementing this ELA curriculum allows Jackson Elementary to deliver	[A 1.1.1] Professional Learning Communities Sessions In the last two years, Jackson Elementary has revised how Professional Learning Communities are conducted. The four major components of Professional Learning Communities, expectations, assessments, interventions, and enrichment were not altered but took on a new format. PLCs at	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC	05/21/2026		

rigorous instruction daily which serves as a foundation for teaching students reading. It also strengthens students' understanding of all the other content areas and supports the efforts for academic achievement and academic growth. From the Fall 2024 to the Spring of 2025 on the iReady diagnostic assessment, there was growth demonstrated in the number of students placing at the mid or above grade level. Benchmark Indicator **Implementation** **.** Quarterly School-created formative assessment · Quarterly Data Dig agenda, minutes, and sign-in sheets · Weekly lesson plans **Effectiveness** **.** Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. · Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 70% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.	Jackson Elementary seek to improve faculty and staff pedagogy, provide a safe space for collaboration, and professional dialogue. PLCs are held weekly by grade levels. The Academic Focus Calendar which is created by the district serves as an outline for PLC noting a major focus for the month. Some of the sessions are conducted during faculty meetings, Bulldog Huddle, on Wednesdays. In the 2024 – 2025 school year, implementation of Instructional Practices conducted during the first month of the school year in PLCs along with the expectations of high Impact Strategies as a part of the daily delivery of instruction. Analyzing at student work, aggressive monitoring and gradual release of responsibility was and continues to be components of PLCs throughout the school year. Although collaborative planning occurs weekly in separate sessions, analyzing at student work, aggressive monitoring and gradual release of responsibility bridges the work of PLCs and collaborative planning.	Coach; Tanjara Benson, ELA ILT member			
[S 1.2] Professional Development A part of teacher licensure is continuous professional development is required. This is mandated by Tennessee Department of Education.	[A 1.2.1] A 1.2.1 Vertical Teaming Sessions Wednesdays' Bulldog Huddle (faculty meeting) and District Learning Days (DLD) include vertical teaming sessions. ILT members facilitate the	Corey Jones, Principal; Ycaza Hampton,	05/21/2026		

Therefore, professional development is developed and made available at the district and school level throughout the year. District and school level professional developments focuses and supports the various mandated initiatives and district curriculum adoptions. The professional development also assists in strengthening teachers' pedagogy and instructional practices. Professional Learning Zone (PLZ), the district's online website professional development, is where MSCS PDs are housed. In PLZ, the professional development is accommodating in that the sessions may be offered in person, virtual or as a self-paced course. District Learning Days (DLD) are specifically designated days for specific PD according to educators' content areas. This allows for an intense effort to provide support to teachers in delivering effective instructional practices and improve students' academic achievement and growth. Other PDs are introduction to new district adoptions and/or changes. Jackson Elementary reserves Wednesday's Bulldog Huddle (faculty meeting) to conduct PDs as needed. Benchmark Indicator **Implementation** · Weekly PLC meeting agenda and attendance · Bi-weekly Instructional Leadership Team (ILT) Instructional Practice Walkthrough reports · Bi-weekly Instructional Leadership Team (ILT) agenda and attendance **Effectiveness** · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. **,** Quarterly School-wide Formative	sessions held during Bulldog Huddle and some DLDs with support from district personnel. Data Dig Days are also structured as vertical teams. This allows for collaboration on instructional strategies, student recommendations and/or small group grouping. With Jackson Elementary being departmentalized with two or three teachers per grade level, vertical teaming sessions are imperative to planning for instruction according to content area. With grade levels consisting of one ELA/Social Studies teacher and one Math/Science teacher, planning, and collaborating on grade level in the content area is limited. Vertical teaming allows the teachers of specific content area to meet, review instructional strategies that promote differentiation and scaffolding, create, and exchange instructional resources, and engage in advance planning of instruction.	Dean of Students; Deborah Anderson, PLC Coach; Tanjara Benson, ELA ILT member			
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Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment.					
	[A 1.2.2] Data Days There is a tremendous amount of data for Jackson Elementary faculty and staff to review and analyze throughout the school year. With the end of each assessment testing window, a data professional development occurs to review the results, analyze the data, and develop a plan of action (next steps) as a means of meeting the school's Annual Measurable Objective (AMO) and increasing growth according to Tennessee Value Added Assessment System (TVAAS). During in-service week at the beginning of the school year, the summative data (if available) from TCAP TN Ready is reviewed and compared with data results from the previous year to document the various challenges and strengths. This allows faculty and staff to contemplate and evaluate the possible academic performance of students for the upcoming year. The data from the iReady, the district's universal screener, is disaggregated in the fall, winter, and spring of the school year, which accounts for three additional PD sessions. The results from this assessment have an immediate impact on faculty and staff collaboration and planning for instruction because at-risk students are identified. Other Data Days are scheduled to be held during faculty meetings, some PLCs, during DLD, and in district and school structured professional development.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Tanjara Benson, ELA ILT member	04/02/2026		
[S 1.3] Targeted Intervention and Personalized Learning The diverse student population of Jackson Elementary requires a varied repertoire of academic approaches to increase academic achievement and growth. To address the different learning needs of the student population, targeted intervention and personalized learning is provided through Response to Intervention and Instruction	[A 1.3.1] Supplemental instructional resources for struggling students Supplemental instructional resources are needed not just for struggling students, but for all students. These resources are chosen based on being research-based, peer reviewed, and vetted to be a part of the MSCS approved instructional vendor's list. Currently, MSCS has purchased Nearpod, an online program with ELA, Math, and Science	Corey Jones, Principal; Deborah Anderson, PLC Coach	03/31/2026		

(RTI2), English as a Second Language (ESL) services, and Exceptional Children services known as Special Education. RTI2 is an allotted time within the school's master schedule in which intervention and personalized instruction are delivered in, small groups as specified in Educational Plans (EPlan). Students receiving RTI2 scored below the 25th percentile on the district's universal screener and receive instruction in an identified deficit area. Through the recommendation of the Jackson Elementary RTI team, parents, teachers, and/or a medical doctor, students can be referred to the RTI2 team for evaluated for Special Education services. When referred, deemed to meet the requirements, and being evaluated by the MSCS department of Exceptional Children, an Individualized Education Plan (IEP) can be developed for the specified student to address an academic deficit. Students in which English is not the primary language in the home may qualify for ESL services. These students are evaluated using the ELPA pre-screening assessment which determines if the student qualify for ESL services after which an Individual Learning Plan (ILP) developed. Benchmark Indicator **Implementation** · Weekly progress monitoring data · Bi-monthly RTI2 data meeting agenda and attendance · Quarterly benchmark assessment data **Effectiveness** · Monthly progress monitoring data will reflect students increasing by at least 1 to 3 data points. · Monthly data team meetings will reflect at least	components. Jackson Elementary has purchased IXL Learning, another online program with ELA, Math, and Science components. There are also additional supplemental instructional resources available to the faculty and staff: Measure Up Reading, Math, and Science, ABC Reading and Math workbooks, and Reading from A to Z. All supplemental instructional resources are aligned to the Tennessee State Standards and approved by the district.				
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10% of students being able to progress to the next level domain and/or exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.					
[S 1.4] Early Literacy With the focus on Early Literacy in Tennessee being connected to the Tennessee Literacy Act, there is a strong need to have a strong instructional cohort in Kindergarten through 2nd Grade in order to have students reading on grade level by 3rd Grade. By providing a continuous professional learning on the science of reading the reading skill set of students in kindergarten through 2nd Grade will aid their reading in 3rd Grade. This will also assist Jackson Elementary in building and strengthening the foundational literacy knowledge repertoire of instructional leaders, classroom teachers, and educational assistants through specified professional learning experiences. Benchmark Indicator **Implementation** · Monthly professional development agenda and attendance · Bi-weekly PLCs agenda and attendance ** Effectiveness** · Monthly professional development will result in at least 95% of teachers, SEAs and educational assistants demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher, SEAs	[A 1.4.1] Professional Learning Professional Learning in Early Literacy is derived at the district and school level not only during the school year but year round. Although many of the professional learning sessions are repeated, the sessions serves as refreshers to teachers, SEAs and educational assistants and provides new resources that add to the instructional repertoire. With teachers, SEAs and educational assistants all being a part of sessions, collaboration and planning for instruction becomes more cohesive.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Tanjara Benson, ELA ILT member	04/01/2026		

and educational assistants' evaluation scores of proficient.					
[G 2] Mathematics By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematics standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year. Performance Measure Jackson Elementary will increase the number of all students meeting expectations and exceeding expectations in Mathematics on the Tennessee Comprehensive Assessment Program (TCAP) – TN Ready from from 34.7% in 2024 to 42.9% in 2026. Performance will be measured using the following tools: TN Ready Assessment Universal Screener - iReady Teacher made assessments Grade Level Common Formative Assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Envision is the current mathematics curriculum adoption of Memphis Shelby County Schools. It was implemented during the 2023 -2024 school year. It has been vetted as a curriculum aligned to the Tennessee Mathematics Standards by the Tennessee Department of Education. Teachers plan and deliver precise daily instruction that assist with students' academic development, make informed decisions from reliable data resources, and promote increases in students' performance towards mastery on the TCAP. These lessons engage students in rigorous content that will increase students' engagement, build on prior knowledge, and promote mastery of Tennessee Mathematics Standards.	[A 2.1.1] Professional Learning Communities Sessions In the last two years, Jackson Elementary has revised how Professional Learning Communities are conducted. The four major components of Professional Learning Communities, expectations, assessments, interventions, and enrichment were not altered but took on a new format. PLCs at Jackson Elementary seek to improve faculty and staff pedagogy, provide a safe space for collaboration, and professional dialogue. PLCs are held weekly by grade levels. The Academic Focus Calendar which is created by the district serves as an outline for PLC noting a major focus for the month. Some of the sessions are conducted during faculty meetings, Bulldog Huddle, on Wednesdays. In the 2024 – 2025 school year, implementation of	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Charnisha Phipps, Math ILT Team Member	05/21/2026		

Benchmark Indicator **Implementation** · Quarterly School-created formative assessment · Quarterly Data Dig agenda and attendance · Weekly lesson plans **Effectiveness** · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. · Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 70% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.	Instructional Practices conducted during the first month of the school year in PLCs along with the expectations of high Impact Strategies as a part of the daily delivery of instruction. Analyzing at student work, aggressive monitoring and gradual release of responsibility was and continues to be components of PLCs throughout the school year. Although collaborative planning occurs weekly in separate sessions, analyzing at student work, aggressive monitoring and gradual release of responsibility bridges the work of PLCs and collaborative planning.				
	[A 2.1.2] Departmentalization Grade levels, 1st through 5th, are departmentalized at Jackson Elementary. The content areas of ELA and Social Studies are taught one teacher and Mathematics and Science are taught by a teacher on each grade level. The exception to this is in 2nd Grade. In 2nd grade, English Language Arts is taught by one grade level teacher and the remaining content areas are taught by the other grade level teacher. Most grade level structure consist of only two sections and rarely are there grade levels with three or more sections. Kindergarten classes are self-contained. With departmentalization, planning for the content areas are more cohesive and makes vertical teaming vital for collaborative planning purposes.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Charnisha Phipps, Math ILT member	05/22/2026		

[S 2.2] Professional Development A part of teacher licensure is continuous professional development is required. This is mandated by Tennessee Department of Education. Therefore, professional development is developed and made available at the district and school level throughout the year. District and school level professional developments focuses and supports the various mandated initiatives and district curriculum adoptions. The professional development also assists in strengthening teachers' pedagogy and instructional practices. Professional Learning Zone (PLZ), the district's online website professional development, is where MSCS PDs are housed. In PLZ, the professional development is accommodating in that the sessions may be offered in person, virtual or as a self-paced course. District Learning Days (DLD) are specifically designated days for specific PD according to educators' content areas. This allows for an intense effort to provide support to teachers in delivering effective instructional practices and improve students' academic achievement and growth. Other PDs are introduction to new district adoptions and/or changes. Jackson Elementary reserves Wednesday's Bulldog Huddle (faculty meeting) to conduct PDs as needed. Benchmark Indicator **Implementation** · Weekly PLC meeting agenda and attendance · Bi-weekly Instructional Leadership Team (ILT) Instructional Practice Walkthrough reports · Bi-weekly Instructional Leadership Team (ILT) agenda and attendance **Effectiveness** · Weekly PLCs will result in 100% of teachers	[A 2.2.1] Vertical Teaming Sessions Wednesdays' Bulldog Huddle (faculty meeting) and District Learning Days (DLD) include vertical teaming sessions. ILT members facilitate the sessions held during Bulldog Huddle and some DLDs with support from district personnel. Data Dig Days are also structured as vertical teams. This allows for collaboration on instructional strategies, student recommendations and/or small group grouping. With Jackson Elementary being departmentalized with two or three teachers per grade level, vertical teaming sessions are imperative to planning for instruction according to content area. With grade levels consisting of one ELA/Social Studies teacher and one Math/Science teacher, planning, and collaborating on grade level in the content area is limited. Vertical teaming allows the teachers of specific content area to meet, review instructional strategies that promote differentiation and scaffolding, create, and exchange instructional resources, and engage in advance planning of instruction.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Charnisha Phipps, Math ILT team member; Candice Golden, Science ILT team member	04/03/2026		
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receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.					
	[A 2.2.2] Data Days There is a tremendous amount of data for Jackson Elementary faculty and staff to review and analyze throughout the school year. With the end of each assessment testing window, a data professional development occurs to review the results, analyze the data, and develop a plan of action (next steps) as a means of meeting the school's Annual Measurable Objective (AMO) and increasing growth according to Tennessee Value Added Assessment System (TVAAS). During in-service week at the beginning of the school year, the summative data (if available) from TCAP TN Ready is reviewed and compared with data results from the previous year to document the various challenges and strengths. This allows faculty and staff to contemplate and evaluate the possible academic performance of students for the upcoming year. The data from the iReady, the district's universal screener, is disaggregated in the fall, winter, and spring of the school year, which accounts for three additional PD sessions. The results from this assessment have an immediate impact on faculty and staff collaboration and planning for instruction because at-risk students are identified. Other Data Days are scheduled to be held during faculty meetings, some PLCs, during DLD, and in district and school structured professional development.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Charnisha Phipps, Math ILT team member; Candice Golden, Science ILT team member	05/15/2026		
[S 2.3] Targeted Interventions and Personalized Learning The diverse student population of Jackson Elementary requires a varied repertoire of academic approaches to increase academic achievement and growth. To address the different	[A 2.3.1] Supplemental instructional resources for struggling students Supplemental instructional resources are needed not just for struggling students, but for all students. These resources are chosen based on being research-based, peer reviewed, and vetted to be a	Corey Jones, Principal; Deborah Anderson, PLC Coach	03/31/2026		

learning needs of the student population, targeted intervention and personalized learning is provided through Response to Intervention and Instruction (RTI2), English as a Second Language (ESL) services, and Exceptional Children services known as Special Education. RTI2 is an allotted time within the school's master schedule in which intervention and personalized instruction are delivered in, small groups as specified in Educational Plans (EPlan). Students receiving RTI2 scored below the 25th percentile on the district's universal screener and receive instruction in an identified deficit area. Through the recommendation of the Jackson Elementary RTI team, parents, teachers, and/or a medical doctor, students can be referred to the RTI2 team for evaluated for Special Education services. When referred, deemed to meet the requirements, and being evaluated by the MSCS department of Exceptional Children, an Individualized Education Plan (IEP) can be developed for the specified student to address an academic deficit. Students in which English is not the primary language in the home may qualify for ESL services. These students are evaluated using the ELPA pre-screening assessment which determines if the student qualify for ESL services after which an Individual Learning Plan (ILP) developed. Benchmark Indicator **Implementation** · Weekly progress monitoring data · Monthly RTI2 data meeting agenda and attendance · Quarterly benchmark assessment data **Effectiveness** · Monthly progress monitoring data will reflect	part of the MSCS approved instructional vendor's list. Currently, MSCS has purchased Nearpod, an online program with ELA, Math, and Science components. Jackson Elementary has purchased IXL Learning, another online program with ELA, Math, and Science components. There are also additional supplemental instructional resources available to the faculty and staff: Measure Up Reading, Math, and Science, ABC Reading and Math workbooks, and Reading from A to Z. All supplemental instructional resources are aligned to the Tennessee State Standards and approved by the district				
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students increasing by at least 1 to 3 data points. · Monthly data team meetings will reflect at least 10% of students being able to progress to the next level domain and/or exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.					
[G 3] Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure Jackson Elementary will reduce the percentage of chronically absent students from 11.6% in 2024 to 8.5% in 2026. Interventions and supports will be measured using the following: * JES Administration Parent Contact Worksheet * Power School * Power BI Dashboard * MSCS Sharepoint					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Response to Instruction and Intervention – Behavior (RTI – B) serves as a guide to address all, if any, behavioral incidents that may occur. RTI – B also delineates the supports available for various behavioral scenarios, including protocol for communicating with parents of chronically absent students. Jackson Elementary Bulldog Bark program is the school-wide initiative implemented to recognize good and appropriate behavior and exceptional attendance. This program is supported in the quarterly Honor's program, on the grade	[A 3.1.1] Bulldog Bark Bucks Bulldog Bark Bucks are school designed and produced paper bucks that are a part of the school-wide Bulldog Bark initiative. Students receive Bulldog Bucks from members of the faculty and staff for demonstrating positive social behavior and/or academic progress within the school day. The Bulldog Bucks can be redeemed for various rewards and prizes housed in the Bulldog Buck Store. Each Buck is equivalent to one credit. Parents can also receive Bulldog Bucks for students by attending parental engagement events and activities,	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Maria Todd, School Counselor	05/20/2026		

levels and in individual classroom acknowledging of good behavior and attendance. Benchmark Indicator **Implementation** · 20-day attendance reports · 20-day behavior reports **Effectiveness** · 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. · 20-day behavior reports will reflect a 5% decrease in the number of student infractions.					
	[A 3.1.2] Bulldog Store The Bulldog Store works in conjunction with the Bulldog Bucks. There is an array of prizes and decorative school supplies available in the store that can be redeemed with Bulldog Bark Bucks collected by students. The store is only open on Fridays in the cafeteria during lunch. The funding of the Bulldog Store comes from the school's general fund and through donations from stakeholders.	Corey Jones, Principal; Ycaza Hampton, Dean of Students; Deborah Anderson, PLC Coach; Maria Todd, School Counselor	05/20/2026		
[S 3.2] Parent, Family, and Community Engagement Jackson Elementary conducts numerous parental meetings, activities and send various communications throughout the school year. Parental meetings and activities include but are not limited to the Annual Title I Meeting, Monthly Parental Informational Sessions, weekly grade level newsletters and monthly school wide newsletters. Parents have the opportunity to request additional information on the environment of the school, review the emergency plan, and tour	[A 3.2.1] Monthly Parent Informational Sessions During each month of the school year, Jackson Elementary conducts parental informational sessions. The parental informational sessions are created from topics given through feedback from parents, faculty, staff and/or community stakeholders. There are standard topics that are reviewed each year: working with your child at home, PowerSchool Parent Portal, community resources to keep your child engaged during the summer, helping us keep a safe school community, and protecting your home and community. Special	Corey Jones, Principal Ycaza Hampton, Dean of Students, Deborah Anderson, PLC Coach Maria Todd, Guidance Counselor,	05/22/2026		

the building. During the parental meetings, there is information shared on how safety is maintained in the school building and how it can be maintained at home. If there are requests for safety information, members of the RTI – B team will review the requests and seek to provide resources according to the requests. Benchmark Indicator **Implementation** · Monthly parent meeting agenda and sign-in sheets · Semesterly school-wide parent survey **Effectiveness** · Quarterly review of parental sign-in sheets will exceed or meet the previous participation rate by 5% · Yearly review of school-wide parental survey will exceed or meet the previous participation rate of previous year by 10%	parental informational sessions are held at the end of the school year to explain some of the transitioning students will experience in being promoted to middle school and entering kindergarten.	Wanda Washington, SPED Teacher			
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