Dexter School Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts K-8
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
By spring 2026, Dexter School will increase schoolwide ELA on-track and mastery proficiency rates on TCAP from 24.8 in Spr. 2024 to 29.8% in Spr. 2026 for all students including those in the SWD TSI subgroup.

Performance will be measured using the following tools:

* District Formative Assessments using Performance Matters
* School-wide bi-weekly formative assessment using Pear Assessment
* TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Dexter K-8 ELA teachers will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN grade level standards to ensure students are career and college ready for all students including those in TSI subgroup SWD. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Quarterly District formative assessments * Bi-weekly school-level formative assessments Weekly Informaal Observtion Tool and rubric	**[A 1.1.1] Implementation of District Curriculum Map** * ELA teachers will use the the District MSCS Teacher Resources landing page which includes Grade Level Curriculum Maps, Lesson Plan, Extended Learning Resources, and the Questioning Protocol. * ELA K-5 teachers will use Wonders curriculum resources and 6-8 teachers will use *Pearson My Perspectives.* * **Secure supplies, materials, technology and equipment and support for academic instruction with Title I funds.	Myers, Stinson, Todd & Daniels	05/22/2026	Title I [$5000.00]	

* Quarterly Formal Observation Tool * Quarterly Data Dig Minutes * Weekly lesson plans * Monthly student work samples * Daily exit tickets/CFU data **Effectiveness** * Quarterly District formative assessments will reflect a 5% increase in the number of student scoring 80% or higher on assessments * Bi-weekly school-level formative assessments will reflect a 5% increase in the number of students scoring 80% or higher on assessments * Formal observation data will inform professional development for 100% of teachers. * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Weekly lesson plans will show that 100% of teachers are on track with and are following the District curriculum. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher.					
[S 1.2] Professional Development Dexter K-8 will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance. Emphasis will be placed on Professional Development opportunities in data analysis & data-driven instruction, as well as technology integration for all students including those in TSI subgroup SWD.	**[A 1.2.1] Monthly Vertical Team Meetings** * School-embedded PD on Instructional Practices with District focus and ELA content as well as developing standards based on bi-weekly common assessment data which will support mastery of ELA performance based standards. * Provided tiered professional support teachers. * Use Title I funds to secure supplies, materials, equipment, and support for academic instruction	Myers, Daniels, Stinson, Todd	05/22/2026	Title I [$250.00]	

Support for teachers will be designed based on a tiered model, with additional emphasis placed on new teacher support in curriculum and good first teaching strategies. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Weekly Informal Observtion Tool and rubric * Quarterly Formal Observation Tool * Weekly lesson plans * Monthly student work samples * Daily exit tickets/CFU data **Effectiveness** * Informal observation data will inform professional development progress for 100% of teachers. * Formal observation data will inform professional development for 100% of teachers. * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Weekly lesson plans will show that 100% of teachers are on track with and are following the District curriculum. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher.					
	[A 1.2.2] Tiered Differentiated Professional Development * All professional learning is on a tiered support system identified by the District and determined by	Myers, Stinson, Daniels, Todd	05/22/2026		

	teachers professional outcomes and evaluative measures. * Professional Learning for new teachers. * School-embedded PD on Instructional Practices with District focus and ELA content as well as developing standards based on bi-weekly common assessment data which will support mastery of ELA performance based standards.. * PD opportunities on-site and off-site, in town and out of town. * Provide PD on IXL, Pear Assessment, iReady and other available instructional resources to supplement core instruction with blended learning activities. * Use Title I funds to secure supplies, materials, equipment, and support for academic instruction				
[S 1.3] Targeted Intervention and Personalized Learning Dexter K-8 staff will provide academic interventions and personalized learning activities based on student data, that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs for all students including those in TSI subgroup SWD. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Quarterly District formative assessments * Bi-weekly school-level formative assessments Weekly Informaal Observtion Tool and rubric * Quarterly Data Dig Minutes * Monthly student work samples * Daily exit tickets/CFU data * Weekly iReady data	**[A 1.3.1] Quarterly Data Digs** Dexter will use Title I funds to secure subs for this professional learning day for teachers. Beginning in September, all ELA teachers in K-8 will participate in data analysis in order to increase student achievement in ELA. Teacher will analyze bi-weekly CFA data, TCAP data, i-Ready Diagnostic Data, and Report Card Data for all students including those in TSI subgroup SWD. Data trackers will be created by each teacher and updated throughout the year. Data will be used to differentiate instruction, develop reteaching strategies, and technology integration activities.	Myers, Stinson, Daniels, Todd	03/06/2026	Title I [$3500.00]	

Effectiveness * Quarterly District formative assessments will reflect a 5% increase in the number of student scoring 80% or higher on assessments * Bi-weekly school-level formative assessments will reflect a 5% increase in the number of students scoring 80% or higher on assessments * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher. * Weekly iReady data will show at least 50% of students are mastering their instructional level path lessons at 80% or higher.					
	[A 1.3.2] Family Literacy Night School-wide Literacy Night will consist of grade-level activities to share strategies to assist parents and students with learning at home. Parents will receive knowledge, as well as materials that can be used to assist their students with learning at home.	Daniels, Todd	11/07/2025	Title 1 [$1000.00]	
	[A 1.3.3] Academic Interventions All students participate in a 45 minute (3-5) or 55 minute (6-8) intervention block. During this intervention block students will receive student-specific intervention based on data-identified needs. Tier II/III students will address their instructional level needs, while Tier I will address weekly standards-based needs and/or receive enrichment. * Tier II and III interventions which address skill deficits in reading will be delivered daily during 45-minute (grades 3-5) and 55-minute (6-8) intervention block for all students including those in	Hankins, Todd	05/22/2026	Title I [$500.00]	

	TSI subgroup SWD. * Intervention providers submit weekly intervention plans and log interventions in TNPulse * District RTI2 Advisor and School Psychologist will provide support during PLCs on instructional resources and best practice strategies which target skill deficit areas * Fidelity checks conducted during intervention blocks. * Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction				
	[A 1.3.4] Monthly RTI2-A Data Meetings Dexter K-8 uses Title I funds for Interventionists Kandace Hankins & Ashley Todd, who will lead K-4 & 5-8 grade level teachers in monthly data team meetings, respectfully. Teachers will review progress monitoring performance data and adjust student intervention plans as needed. Progress report letters will be sent to parents of Tier 2 and Tier 3 students each month.	Hankins, Todd	05/22/2026	Title I [$180000.00]	
[S 1.4] Early Literacy Dexter K8 early learners in grades K-2 will be surrounded by literacy -rich learning environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to meeting the requirements of the Third Grade Commitment and becoming college and career ready for all students including those in TSI subgroup SWD. By June 2026, 80% of KK-2 students will meet their individual growth goal on the Spring I-Ready (URS) assessment. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation**	**[A 1.4.1] Early Literacy Tutoring** Tutors from Arise 2 Read and adopters will provide services to K-2 students two days each week utilizing scientifically-based early literacy strategies for all students including those in TSI subgroup SWD. * Tutor training * Tiered student groups based on iReady diagnostic data (Fall, Winter, Spring) * Pre and post test data	Hankins	04/10/2026		

* Weekly iReady Data * iReady Benchmark Data (Fall/Winter/Spring) **Effectiveness** * Weekly iReady data will show that 50% of students mastered instructional level standards/skills at 80% or higher. * iReady Benchmark Data (Fall/Winter/Spring) will show that 100% of students increased their level of mastery 33.3% toward their individual growth goal as identified by the Fall iReady Benchmark.					

[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 mathematic 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

By spring 2026, Dexter School will increase schoolwide Math on-track and mastery proficiency rates on TCAP from 23.6% in Spring 2024 to 28.6% in Spring 2026 for all students including those in TSI subgroup SWD.

Benchmark Indicator

Implementation and Effectiveness

Implementation

* Quarterly District formative assessments
* Bi-weekly school-level formative assessments Weekly Informaal Observtion Tool and rubric
* Quarterly Formal Observation Tool
* Quarterly Data Dig Minutes
* Weekly lesson plans
* Monthly student work samples
* Daily exit tickets/CFU data

Effectiveness

* Quarterly District formative assessments will reflect a 5% increase in the number of student scoring 80% or higher on assessments
* Bi-weekly school-level formative assessments will reflect a 5% increase in the number of students scoring 80% or higher on assessments
* Formal observation data will inform professional development for 100% of teachers.
* Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment.
* Weekly lesson plans will show that 100% of teachers are on track with and are following the District curriculum.
* Monthly student work samples will show that 50% of students mastered standards at 80% or higher.
* Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready for all students including those in TSI subgroup SWD. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Quarterly District formative assessments * Bi-weekly school-level formative assessments Weekly Informaal Observtion Tool and rubric * Quarterly Formal Observation Tool * Quarterly Data Dig Minutes * Weekly lesson plans * Monthly student work samples * Daily exit tickets/CFU data	**[A 2.1.1] Implementation of District Curriculum Map** * Math teachers will utlize the MSCS Teacher Resources langing page to access to curriculum maps, lesson plan, curriculum tools and questioning protocol, along with other instructional resources. * Math teachers will explore effective uses of Savvas enVision (3-5) and iReady Mathematics (6-8) In Sync to support Math Instruction for all students including those in TSI subgroup SWD. * Math teachers will receive instrucitonal support during weekly PLCs and Collaborative Planning sessions for implementing effective teaching strategies. * Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs. * Use Title I funds to secure supplies, materials, equipment, and support for academic instruction	Stagner, Woodard, Anthony	05/22/2026	Title I	

Effectiveness * Quarterly District formative assessments will reflect a 5% increase in the number of student scoring 80% or higher on assessments * Bi-weekly school-level formative assessments will reflect a 5% increase in the number of students scoring 80% or higher on assessments * Formal observation data will inform professional development for 100% of teachers. * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Weekly lesson plans will show that 100% of teachers are on track with and are following the District curriculum. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher.					
[S 2.2] Professional Development Dexter K-8 will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance. Emphasis will be placed on Professional Development opportunities in Savvas enVision and iReady Mathematics, as well as data analysis and data-driven instruction for all students including those in TSI subgroup SWD. Tiered professional develop will be provided based on teacher performance and evaulative data as determined by the district. Additional emphasis will be placed on new teacher support in curriculum and good first teaching strategies.	**[A 2.2.1] Tiered Differentiated Professional Development** * Monthly school-embedded PD on Instructional Practices and Math content as well as developing standards based small group blended learning activities which will support mastery of Math performance based standards. * Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs. * PD opportunities on-site and off-site, in town and out of town. * Provide professional development on IXL, iReady, Pear Assessment, enVision/iReady to supplement core instruction with blended learning activities. * Use Title I funds to secure supplies, materials, equipment, and support for academic instruction * Spefic PD opportunities dependent upon teacher identified tierd needs.	Stagner, Woodard, Anthony	05/22/2026	Title I	

Benchmark Indicator **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Weekly Informal Observtion Tool and rubric * Quarterly Formal Observation Tool * Quarterly Data Dig Minutes * Monthly student work samples * Weekly lesson plans **Effectiveness** * Formal and informal observation data will inform professional development for 100% of teachers. * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Weekly lesson plans will show that 100% of teachers are on track with and are following the District curriculum.					
	[A 2.2.2] Quarterly Data Dig Dexter will use Title I funds to secure subs for this professional learning day for teachers. Beginning in August, all Math teachers in K-8 will participate in data analysis in order to increase student achievement in Math for all students including those in TSI subgroup SWD. Teachers will analyze TCAP data, i-Ready Diagnostic Data, Report Card Data and Quarterly/Bi-weekly Common Formative Assessment data. Data trackers will be created by each teacher and updated throughout the year. Data will be used to	Stagner, Woodard, Anthony	03/06/2026	Title I	

	differentiate instruction, develop reteaching strategies, and technology integration activities.				
[S 2.3] Targeted Interventions and Personalized Learning Dexter K-8 staff will provide academic interventions and personalized learning activities based on student data, that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner for all students including those in TSI subgroup SWD. RTI2 blocks take place in all grades for 45-55 minutes each day. These sessions are specific for students who need additional assistance or enrichment for all tiers (Tier I, Tier II and Tier III). ** ** ** ** **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * Quarterly District formative assessments * Bi-weekly school-level formative assessments Weekly Informaal Observtion Tool and rubric * Quarterly Data Dig Minutes * Monthly student work samples * Daily exit tickets/CFU data * Weekly iReady data **Effectiveness** * Quarterly District formative assessments will reflect a 5% increase in the number of student	**[A 2.3.1] Academic Interventions** All students participate in a 45 minute (3-5) or 55 minute (6-8) intervention block. During this intervention block students will receive student-specific intervention based on data-identified needs. Tier II/III students will address their instructional level needs, while Tier I will address weekly standards-based needs and/or receive enrichment. * Tier II and III interventions which address skill deficits in reading will be delivered daily during 45-minute (grades 3-5) and 55-minute (6-8) intervention block for all students including those in TSI subgroup SWD. * Intervention providers submit weekly intervention plans and log interventions in TNPulse * District RTI2 Advisor and School Psychologist will provide support during PLCs on instructional resources and best practice strategies which target skill deficit areas * Fidelity checks conducted during intervention blocks. * Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction	Hankins, Todd	05/22/2026	Title I	

scoring 80% or higher on assessments * Bi-weekly school-level formative assessments will reflect a 5% increase in the number of students scoring 80% or higher on assessments * Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations with a score of 80% or higher on the quarterly District formative assessment. * Monthly student work samples will show that 50% of students mastered standards at 80% or higher. * Daily exit tickets and CFU data will reflect at least 50% of students scoring 80% or higher. * Weekly iReady data will show at least 50% of students are mastering their instructional level path lessons at 80% or higher.					
	[A 2.3.2] Monthly RTI2-A Data Meetings Dexter K-8 uses Title I funds for Interventionists Kandace Hankins & Ashley Todd, who will lead K-4 & 5-8 grade level teachers in monthly data team meetings, respectfully. Teachers will review progress monitoring performance data and adjust student intervention plans as needed. Progress report letters will be sent to parents of Tier 2 and Tier 3 students each month.	Hankins, Todd	05/22/2026		

[G 3] Chronic Absenteeism
Dexter K8 will reduce our percentage of chronically out of school students from 23.1% in 2024-25 to18.1% for the 2025-2026 School Year for all students including those in TSI subgroup SWD.

Performance Measure
Benchmark Indicator

Implementation and Effectiveness

Implementation

* PowerSchool Weekly Attendance Report
* PowerSchool 20-Day Attendance Report
* SART Reports
* SARB Reports

Effectiveness

* Weekly attendance reports will show that 95% of all students are in attendance on a weekly basis.
* 20-Day attendance reports will show that 95% of all students are in attendance on a 20-day basis.
* SART Reports will show a 5% decrease in the number of students with 4 or fewer unexcused absences from the previous reporting period.
* SARB reports will show a 5% decrease in the number of students with 9 or fewer unexcused absences from the previous reporting period.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports for all students including those in TSI subgroup SWD. **Benchmark Indicator** **Benchmark Indicator** **Implementation and Effectiveness** **Implementation** * PowerSchool Weekly Attendance Report * PowerSchool 20-Day Attendance Report * SART Reports * SARB Reports Effectiveness * Weekly attendance reports will show that 95% of all students are in attendance on a weekly basis. * 20-Day attendance reports will show that 95% of all students are in attendance on a 20-day basis. * SART Reports will show a 5% decrease in the number of students with 4 or fewer unexcused absences from the previous reporting period.	**[A 3.1.1] RTI2-B Attendance Team** The following steps will take place for all students including those in TSI subgroup SWD: * School-wide daily deadline for recording daily attendance. * Office staff and Paraprofessionals making daily phone calls to parents of absent students * The Student Review and Attendance Team (SART) will monitor students' attendance. * Teachers make wellness check calls to students who are absent. Parent contact logs are submitted weekly. * School-wide recognition of classes with perfect attendance. * .Quarterly recognition of students with perfect attendance. * Title I funds will be used to secure supplies, materials, equipment and support for academic instruction.	M. Davis	05/22/2026	Title I	

* SARB reports will show a 5% decrease in the number of students with 9 or fewer unexcused absences from the previous reporting period.					
[S 3.2] Professional Development Professional development will be provided for school leaders, teachers, and other instructional staff to focus on improving student behavior and changing instructional practices that will positively impact behavior and decrease the chronic absenteeism rate from 23.1% in 2024 to 18.1% in 2026, resulting in an increase in student achievement for all students including those in TSI subgroup SWD. **Benchmark Indicator** Benchmark Indicators IMPLEMENTATION: * Weekly Student Discipline Report * Bi-weekly informal observations debriefing tool EFFECTIVENESS: * Weekly discipline report will show a 10% decrease in office referrals * Bi-weekly informal observation will indicate a level 3 or higher in the area of TEACH 7, instructional time, which is directly linked to discipline.	**[A 3.2.1] Classroom Management Professional Development** Faculty and staff will participate in ongoing classroom management PD that will focus on de-escalation strategies along with routines and procedures that will create a safe learning environment for all students including those in TSI subgroup SWD.	Thomas, Cole, Hankins	09/05/2025		
[S 3.3] Parent, Family & Community Engagement Dexter will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior for all students including those in TSI subgroup SWD.	**[A 3.3.1] Community Engagement** * Dexter Annual Meet the Teacher * Dexter annual am and pm Title I meetings * Dexter Curriculum Night for all students including those in TSI subgroup SWD. * Dexter Fall Family Reading and Math Night * Dexter Community Day in Collaboration with	Thomas	04/30/2026	Title I	

Benchmark Indicator **Implementation & Effectiveness** **Implementation** * PowerSchool Weekly Attendance Data * PowerSchool 20-Day Attendance Report * PowerBi Chronic Absenteeism Data **Effectiveness** * PowerSchool Weekly Attendance Data will show a 10% decrease in multi-day absence as counselors connect with parents to eliminate barriers causing absences. * PowerSchool 20-Day Attendance Report will show a 10% decrease in unexcused and chronic absenteeism. * PowerBi Chronic Absenteeism Data will show a 10% in chronic absenteeism as SART and SARB plans are put in place for support each 20 days.	Bellevue Church * Dexter PTO				
	[A 3.3.2] Community & Family Specialist A Community & Family Specialist, funded through Title I, will work collaboratively with the community and parents to provide opportunities for all students including those in the TSI subgroup SWD in order to positively affect both attendance and discipline rates.	Thomas	05/22/2026	Title I [$90000.00]	