Barret's Chapel Elementary/Middle Annual Plan (2024 - 2025)

Last Modified at Aug 28, 2024 09:24 AM CDT

[G 1] Reading/Language Arts: For TCAP ELA ,Barret's Chapel 3-5 will increase from 32.8% (Spring 2023) to 34% (Spring 2025). For TCAP ELA, Barret's Chapel 6-8 grade will increase from 17.4% (Spring,2023) to 20% (Spring2025).
For TCAP ELA ,Barret's Chapel 3-5 will increase from 32.8% (Spring 2023) to 34% (Spring 2025).

For TCAP ELA, Barret's Chapel 6-8 grade will increase from 17.4% (Spring,2023) to 20% (Spring2025).

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

IReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction 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 Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM)	**[A 1.1.1] Utilize Resources and Supplies** Secure supplies, materials, equipment, and support for academic instruction In order to ensure that all children meet challenging state academic standards, we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller & Stephanie Mascolo	05/30/2025		

Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 1.1.2] A.1.1.2 Conduct Collaborative Planning Teachers will be planning collaboratively weekly with administrators as well as district advisors on the curriculum and standards. This includes online and hard copies of the Wonders and my Perspectives text and curriculum.	Christopher Stallings & Stephanie Mascolo	05/30/2025		
	[A 1.1.3] Conduct Data Meetings Data meetings will be held during PLCs to review trends, identify at-risk students, and model best practices of good first teaching. Core instruction data surrounding district assessments will be discussed by teachers, admin team. RTI Leads will facilitate the PLCs with a gradual release to content lead teachers that will support the learning environment.	Abbye Miller, Christopher Stallings & Stephanie Mascolo	05/30/2025		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional	**[A 1.2.1] Leverage Early Literacy Reading Chair** We will leverage the Early Literacy Reading Chair as an asset, to help provide rigorous support and professional development through his on-going	Stephanie Mascolo & Mark Wittman	05/30/2025		

practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** **IMPLEMENTATION**: * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment **EFFECTIVENESS**: 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population. 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually 10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment	training by the District Early Literacy Department on Wonders and my Perspective (MSCS curriculum).				
	[A 1.2.2] Utilize PLC Coach and Instructional Facilitator The PIC Coach and Instructional Facilitator will facilitate PD/coaching opportunities to teachers that need additional support in identified areas as determined by school level walkthroughs and observations.	Abbye Miller & Stephanie Mascolo	05/30/2025		
	[A 1.2.3] Provide Opportunities For Educators to Attend PD	Abbye Miller, Christopher	05/30/2025		

	Provide coverage and/or substitutes for teachers to attend district, state or national level PD in-person or virtually that will support and enhance with a concise understanding of teacher pedagogy.	Stallings & Stephanie Mascolo			
	[A 1.2.4] Utilize Resources and Supplies Secure supplies, materials, equipment, resources and support for teachers to have opportunities of high quality professional development that will focus on researched based instructional practices to improve student academic performance levels.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery	**[A 1.3.1] Provide Resources and Supplies** Secure materials and intervention resources to support students that are struggling to meet/master academic standards.	Christopher Stallings & Stephanie Mascolo	05/30/2025		

Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%				
	[A 1.3.2] Extending Learning Barret's Chapel will provide extended learning opportunities by teachers after the regular school day to meet the needs of each learner.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025	
	[A 1.3.3] Provide Appropriate Pacing Barret's Chapel will provide a learning pace and instructional approaches that will identify and support the needs of each learner.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025	
	[A 1.3.4] RTI Instruction Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student. This includes small group instruction.	Angela Erickson, Susan Reyna, & Stephanie Mascolo	05/30/2025	

[G 2] Mathematics: Barret's Chapel's Math 3-5, Subgroup: Black, Hispanic/Latino will increase from 22-23 TCAP scores of 28% mastery to 32% by Spring 2025.
Barret's Chapel School will improve on-track/mastery percentages in 6th grade IReady Math from 43% in 2024 to 46% by Spring 2025. By Spring 2025 Barret's Chapel Mastery Connect math grade 7 will increase from 29.6% (2024) on track/mastery to 32% on track/mastery. Barret's Chapel's Math 3-5, Subgroup: Black, Hispanic/Latino will increase from 22-23 TCAP scores of 28% mastery to 32% by Spring 2025. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Barret's Chapel School will improve K-8 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IReady Assessments					
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. **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard	**[A 2.1.1] Conduct Collaborative Planning** Teachers will be planning collaboratively weekly with administrators as well as district advisors on the curriculum and standards. This includes online and hard copies of the IReady Math curriculum. We will also use the Educational Epiphany Instructional Resources to guide planning for lessons.	Christopher Stallings & Stephanie Mascolo	05/30/2025		

aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 2.1.2] Conduct Data/Classroom Instructional Meetings We will conduct data meetings, at least monthly, to discuss data around core instruction from Mastery Connect and curriculum assessments. The ILT team will also do classroom walkthroughs. The ILT Team members will be able to provide support and feedback to the teachers.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		
	[A 2.1.3] Utilize Resources and Supplies Secure supplies, materials, equipment, and support for academic instruction In order to ensure that all children meet challenging state academic standards, we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** **IMPLEMENTATION**: * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment **EFFECTIVENESS**: 95% of teachers will attend weekly professional learning sessions, which will result in TEM score	**[A 2.2.1] Utilize Resources and Supplies** Secure supplies, materials, equipment, and support for academic instruction In order to provide ongoing, high quality professional development that focuses on changing instructional practices for improved student performance, and we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		

increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population. 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually 10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment					
	[A 2.2.2] Provide Opportunities for Educators to Attend PD as Needed Provide coverage and/or substitutes for teachers to attend district PD or PD at other facilities in person or virtually.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		
	[A 2.2.3] Conduct Weekly PLC Meetings Conduct regular PLC meetings to assist teachers in mastering content and instructional practices.	Christopher Stallings & Stephanie Mascolo	05/30/2025		
	[A 2.2.4] Utilize Math Advisors and Math Leads Provide Professional Development within our building with Peers, building admin, ISA math advisors, and Math ILT Lead.	Christopher Stallings & Stephanie Mascolo	05/30/2025		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** **	**[A 2.3.1] Provide Appropriate Pacing** Provide a learning pace and instructional approaches to meet the needs of each learner.	Christopher Stallings & Stephanie Mascolo	05/30/2025		

Benchmark Indicator **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 2.3.2] RTI Instruction Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student. This includes small group instruction.	Angela Erickson and Susan Reyna	05/30/2025		
	[A 2.3.3] Extended Learning Provide extended learning opportunities by	Abbye Miller, Christopher Stallings, &	05/30/2025		

		Stephanie Mascolo			
	teachers after the regular school day to meet the needs of each learner.				
	[A 2.3.4] Secure Resources 7 Supplies Secure supplies, materials, equipment, and support for academic instruction In order to provide academic interventions for students that meet the needs of each learner, we will use our Title 1 funds as well as the general fund as appropriate.	Christopher Stallings & Stephanie Mascolo	05/30/2025		

[G 3] Chronic Absenteeism : Barret's Chapel School will reduce the percentage of chronically out of school students from 22% in 2023-2024 to 15% for the 2024-2025 academic school year. Barret's Chapel will increase their attendance rate from 93.5% in 2023-2024

Barret's Chapel will increase school level interventions and supports (progressive discipline %) in grades K-8 from 27% in 2023-2024 to 32% in 2024-2025. Barret's Chapel School will reduce the percentage of chronically out of school students from 22% in 2023-2024 to 15% for the 2024-2025 academic school year. Barret's Chapel will increase their attendance rate from 93.5% in 2023-2024 to 95% in 2024-2025.

Performance Measure

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

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. **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA	**[A 3.1.1] ISS Monitor and Reset Room Assistant** A trained ISS Monitor will be used to support our students in-school instead of having to use out of school suspension. We will also have a Reset Room Assistant to provide support to students instead of being sent to the office.	Christopher Stallings & Dexter Harris	05/30/2025		

(TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 3.1.2] Utilize Resources and Supplies Secure supplies, materials, equipment, and support for academic instruction in order to provide academic interventions for students that meet the needs of each learner, we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller, Christopher Stallings & Stephanie Mascolo	05/30/2025		
	[A 3.1.3] Progressive Discipline Progressive Discipline will be implemented to address a fair and equitable process for students regarding discipline.	Abbye Miller & Christopher Stallings	05/30/2025		
	[A 3.1.4] RTI2B Implementation RTI2B will addresses identified behavior needs and provide appropriate student supports such as implementing district provided SEL curriculum.	Abbye Miller, Lawanda Womack, & Kathy Knight	05/30/2025		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for	**[A 3.2.1] Secure Supplies and Support** Secure supplies, materials, equipment, and support for academic instruction In order to provide	Abbye Miller & Stephanie Mascolo	05/30/2025		

school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** **IMPLEMENTATION**: * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment **EFFECTIVENESS**: 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population. 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually 10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment	ongoing, high quality professional development that focuses on changing instructional practices for improved student performance, we will use our Title 1 funds as well as the general fund as appropriate.				
	[A 3.2.2] Support Social Emotional Learning through PD for Education by the RTI2B Team Provide Professional Development within our building with the RTI2B School-based team or Shelby County RTI2B advisors.	Abbye Miller, Lawanda Womack, & Kathy Knight	05/30/2025		
	[A 3.2.3] Allow for Opportunities for PD Provide Professional Development within our building with the RTI2B School-based team or Shelby County RTI2B advisors.	Abbye Miller, Christopher Stallings, &	05/30/2025		

		Stephanie Mascolo			
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%	**[A 3.3.1] Promote Attendance** Promote activities in order to increase student attendance positively impacting the overall academic success of students. These included activities such as Wildcat Celebrations and Student of the Week awards.	Abbye Miller, Christopher Stallings, Lawanda Womack, & Kathy Knight	05/30/2025		

	[A 3.3.2] Secure Supplies and Support Secure supplies, materials, equipment, and support for academic instruction In order to provide academic interventions for students that meet the needs of each learner, we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		
	[A 3.3.3] Implementing Family Curriculum Night Promote effective parent, family, and community engagement activities, such as curriculum night and data nights, academic events, how to events, that support academics and safe schools. These items can be done in both the virtual and in-person school setting.	Abbye Miller & Stephanie Mascolo	05/30/2025		

[G 4] Early Literacy
By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.

By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

Performance Measure
Memphis-Shelby County Schools' early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA	**[A 4.1.1] Allow for PD for Educators** Provide coverage and/or substitutes for teachers to attend district PD or PD at other facilities.	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/30/2025		

Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 4.1.2] Support PD for Early Learning Environment Provide Professional Development within our building with ELA advisors, Shelby County early childhood advisors, and our Early Literacy Chair.	Abbye Miller & Mark Wittman	05/30/2025		
	[A 4.1.3] Secure Supplies and Support Secure supplies, materials, equipment, and support for academic instruction In order to provide ongoing, high quality professional development that focuses on changing instructional practices for improved student performance, we will use our Title 1 funds as well as the general fund as appropriate.	Abbye Miller & Stephanie Mascolo	05/30/2025		
[S 4.2] Early Literacy Opportunities Designate an Early Literacy Chair (K-2) in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.	**[A 4.2.1] Leverage the Reading Chair Early Literacy** The Early Literacy Chair will provide support and feedback to the teachers on foundational skills small group instruction.	Abbye Miller, Stephanie Mascolo, & Mark Wittman	05/30/2025		

Benchmark Indicator **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					