

J. P. Freeman Elementary/Middle Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

John P. Freeman will increase ELA on-track and mastery proficiency rates in 3rd-8th grades from Spring 54% in 2022 to 64% in Spring 2023. John P. Freeman will increase our Mastery connect on-track and mastery rate by 3% in the fall assessment to Spring .

Performance Measure

Performance will be measured using the following tools:

iReady

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</p>	<p>[A 1.1.1] Access to Rigorous Curriculum Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year. We will also purchase additional instructional materials for teachers to utilize in the classrooms.</p>	<p>Dr. Key Coleman, Ms. Tasha Woodus</p>	<p>06/02/2023</p>		

<p>standard aligned instruction.</p> <p>School-wide walkthroughs to make sure that teachers are implementing the practices at or above 80 or above. Data will be collected and segregated to observe trends in the implementation of the instructional practices.</p>					
	<p>[A 1.1.2] Alignment of classroom Observation & feedback Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p>	<p>Dr. Key Coleman, Ms. Woodus, Ms. Watkins, Ms. Thompson, Dr. Roberson, Ms. Crawford, Ms. Maclin</p>	<p>06/02/2023</p>		
	<p>[A 1.1.3] Resource Alignment Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: Professional Learning Community Guides (PLC Guides)</p> <p>Reading Prescriptions</p> <p>Performance Based Objectives</p> <p>Curriculum maps and toolkits</p> <p>Supplementary texts (Ready Read)</p> <p>Pacing guides, performance-based objectives crosswalks</p> <p>Florida Virtual School crosswalks</p> <p>Classroom protocols and instructional technology.</p>	<p>Dr. Coleman, Ms. Watkins, Ms. Woodus, Ms. Thompson</p>	<p>06/02/2023</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content,</p>	<p>[A 1.2.1] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas.</p>	<p>Ms. Bryson, Ms. Woodus, Mr. Payne</p>	<p>06/02/2023</p>		

<p>master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings are held monthly to ensure teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>	<p>Literacy Laureates, New Teacher Mentors, Literacy Coaches</p>				
	<p>[A 1.2.2] Targeted Professional Development We will provide on going PD session to help teachers to employ best instructional practices within the classroom and provide opportunities for better student engagement and increase learning. Teachers will also be able to pick from various sessions to help gain additional content support in the areas of teaching and learning.</p>	<p>Dr. Coleman, Ms. Watkins, Ms. Woodus, Ms. Thompson,</p>	<p>06/02/2023</p>		
<p>[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.</p> <p>Benchmark Indicator</p>	<p>[A 1.3.1] Response to Instruction and Intervention (RTI2) Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine</p>	<p>Ms. Nichols, Ms. Woodus</p>	<p>06/02/2023</p>		

<p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Aimsweb) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>student progress. Implementation monitoring is ongoing, and student progress is benchmarked every 20 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p>				
	<p>[A 1.3.2] Personalize Literacy Support John P. Freeman will provide all students (Tier 1, 2, and 3) access to daily targeted enrichment or support using the district online intervention tools to foster student growth. Resource tools such as iReady, and small group instruction will be used to assist teachers with engaging students with content based on where they are in meeting the state standards.</p>	<p>K. Nichols, T. Woodus, M. Watkins, Dr. Coleman, F. Thompson, H. Bryson, Dr. Collins,</p>	<p>06/02/2023</p>		
<p>[G 2] Mathematics John P. Freeman will improve on-track/mastery percentages in all grades from 53% in 2022 to 63% in 2023. John P. Freeman will increase our Mastery connect on-track and mastery rate by 3% in the fall assessment to Spring .</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p> <p>iReady Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[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 grade level appropriate content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>[A 2.1.1] Access to Rigorous Curriculum Provide teachers with curriculum maps and Math Prescriptions that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards.</p>	Michelle Watkins, Franchesca Thompson	06/02/2023		
	<p>[A 2.1.2] Alignment of classroom Observation and feedback Utilize formal evaluations (TEM rubric) and informal Classroom Walkthrough Protocol and Debriefing Document** **for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p>	Dr. Coleman, Michelle Watkins, Tasha Woodus, Dr. Roberson, Franchesca Thompson, Yolanda Crawford, Cara Tate-Maclin	06/02/2023		
	<p>[A 2.1.3] Utilizing Learning Equity Gap Resource Provide students access to After School tutoring opportunities specifically aligned to identified gaps in order to address identified areas of need.</p>	Mr. Payne, Dr. Coleman	06/02/2023		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 2.2.1] Instructional Academic Support Provide high-quality professional learning and</p>	Ms. Watkins, Ms.	06/02/2023		

<p>development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings are held monthly to ensure teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>	<p>instructional resources for direct support to improve math practices across applicable content areas.</p> <p>Math Instructional Coaches</p> <p>School-level Math Content Leads</p> <p>New Teacher Mentors</p>	<p>Thompson, Ms. Crawford, Ms. Maclin</p>			
	<p>[A 2.2.2] Resource Alignment John P. Freeman will provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. Teacher will have access to the following resources daily: PLC guides, Math prescriptions, Performance Based Objectives, Curriculum maps, supplementary texts (Ready Math), pacing guides, Florida virtual school crosswalk.</p>	<p>Dr. Coleman, Ms. Watkins , Ms. Thompson, Ms. Crawford, Ms. Maclin,</p>	<p>06/02/2023</p>		
	<p>[A 2.2.3] Formative Student Assessments John P. Freeman Optional School will utilize the District's Common Formative Assessments which will be administered three times per year (Fall, Winter, Spring). The leadership team will have access to the performance data following each</p>	<p>Dr. Coleman, Ms. Watkins, Ms. Thompson, Ms. Crawford, Ms. Maclin</p>	<p>06/02/2023</p>		

	CFA which will help support teachers in planning differentiated instruction.				
<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Personalized Math Support Provide all students with Tier 1, 2, and 3 access to daily targeted enrichment or support using the district's online intervention tools to foster student growth.</p>	Ms. Walton, Ms. Scott, Dr. Moore,	06/02/2023		
	<p>[A 2.3.2] Targeted Support for Ongoing Learning John P. Freeman will provide all students with opportunity to attend our school tutoring program to help close achievement gaps.</p>	Dr. Coleman, Mrs. Woodus, Ms. Watkins	06/02/2023		
	<p>[A 2.3.3] Instructional Academic Support Provide high-quality professional learning and instructional resources to help improve math practices across grade bands through Math Instructional Coaches, Math Content Leads, ILT Team and New Teacher Mentors.</p>	Michelle Watkins, Yolanda Crawford, Franchesca Thompson ,	06/02/2023		

		Dr. Coleman, Cara Maclin,			
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[G 3] Safe and Healthy Students

John P. Freeman will reduce the percentage of chronically absent students from 1.6% in 2022 to 0.5% in 2023.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * SART documentation for at risk students.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions ,support programs and initiatives that address chronic absenteeism and behavior needs for all students.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and support measures aimed at improved student attendance.</p>	<p>[A 3.1.1] Counselor Interventions The counselors will use small groups to monitor the students and provide incentives to improve student attendance. The counselors will discuss the school-wide expectations as well as ways to improve their attendance.</p>	Mr. Dow, Mrs. Y. Anderson	06/02/2023		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for teachers, and other instructional staff to focus on changing classroom behavior, and</p>	<p>[A 3.2.1] RTI2 The counselors will provide strategies for redirecting the students behavior. The counselors will also go over the PRIDE Matrix with the faculty</p>	Counselor Dow, Counselor Anderson	06/02/2023		

<p>social emotional learning that result in improved student attendance and behavior positively impacting student achievement and attendance.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Monitor the number of student referrals to the office or reset room.</p>	<p>and staff to make sure that all students and teachers are aware of the school-wide expectations.</p>				
<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools and have a trained parent ambassador to determine the impact on their attendance rates.</p>	<p>[A 3.3.1] Parent Communication & Involvement John P. Freeman parents will be invited to attend PTO meetings, Annual Title 1 meeting, Parent/ Teacher Conferences. Parents are also informed about school events on our website and face-book page.</p>	<p>Ms. Morton, Mr. Blue(PTO President), Dr. Coleman</p>	<p>06/02/2023</p>		
<p>[G 4] Early Literacy John P. Freeman Optional School early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to the 3rd grade commitment.</p> <p>Performance Measure We will use the districts common formative assessment (Mastery Connects) as well as the universal screener iReady.</p> <p>TCAP: Grades 2nd-3rd</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>

<p>[S 4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator John P. Freeman will conduct weekly ** **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to K-2 standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development.</p>	<p>[A 4.1.1] Support Rich Learning Environment John P. Freeman will provide and secure supplies, materials, equipment and support for classroom instruction. We will provide opportunities for students to access early learning opportunities to support their academic, social and emotional development and create a continuum of learning through third grade.</p>	<p>A. Scott, H. Bryson, A. Walton, Dr. Collins, T. Thompson, C. Eason, Mr. Garavelli</p>	<p>06/02/2023</p>		
	<p>[A 4.1.2] Common Planning Teachers will collaborate to develop the gradual release with the PLC Protocol Guides.</p>	<p>Ms. Watkins, Dr. Coleman, Ms. Woodus</p>	<p>06/02/2023</p>		
<p>[S 4.2] 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.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities.</p> <p>Conduct goal setting, mid-year conferences, of educational assistants' support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement.</p>	<p>[A 4.2.1] Early Literacy Learning John P. Freeman will conduct goal setting, mid-year conferences, of educational assistants' support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement. We will provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development and create a continuum of learning through third grade.</p> <p>The Literacy Laureate will coach, support , and guide teachers in best practices for foundational literacy instruction. She will model effective best practices in foundational skill in a variety of settings (whole/& small groups). The ELA content leads will assist teachers with understanding and implementation of TN Academic Standards for Reading Foundational Literacy</p>	<p>H. Bryson, Dr. Collins, Dr. Coleman, Tasha Woodus,</p>	<p>06/02/2023</p>		

	<p>[A 4.2.2] Early Literacy Professional Learning Experiences Design quarterly early literacy professional learning experiences that build and strengthen teacher's content and pedagogical knowledge of foundational literacy standards, instruction, and strategies.</p>	Heather Bryson, Dr. Key Coleman, Jeromy Payne, Lillie Palmer,	06/02/2023		
<p>[S 4.3] School Based Support in Early Literacy We have identified one person as our school's Foundational Literacy Laureate to facilitate and support K-2 teachers with implementing high quality foundational literacy instruction and strategies .Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement.</p> <p>Benchmark Indicator John P. Freeman will provide on- going PD focused on foundational literacy skills for K-2 teachers. The Laureate will model best practices in foundational literacy skills and assist with planning.</p>	<p>[A 4.3.1] Learning Opportunities John P. Freeman will provide daily support to all K-3 teachers through job-embedded professional development and PLC Meetings. Teachers will participate in weekly PLC Meetings and Grade Level meetings for collaboration on instructional practices that will result in improving our students performance. Teacher will also provide evidence of effective professional development as participants demonstrate concepts mastery by completing content cadres, district professional development and choice hours.</p>	H. Bryson, A. Walton, A. Scott,	06/02/2023		