

Jackson Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Jackson Elementary will increase the number of all students performing on the on-track and mastery proficiency level in English Language Arts (ELA) on the Tennessee Comprehensive Assessment Program (TCAP) – TN Ready from 31.5% in 2023 to 34.5% in 2025.

Performance Measure

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
<p>[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 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.</p> <p>On the Fall 2023 iReady to the Spring of 2024 iReady diagnostic assessment, there was growth demonstrated in the number of students placing at the mid or above grade level. Only 3% of students scored in the mid or above grade level in the Fall of 2023. Students' performance increased to 23% in</p>	<p>[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 Jackson Elementary seek to improve faculty and staff pedagogy, provide a safe space for collaboration, and professional dialogue. PLCs are held two times a week 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. In the 2023 – 2024 school year, a review of the expectations of implementation of Instructional Practices are combined and conducted during the first month of the school year in PLCs. In the 2024 – 2025 school year, IPs will be reviewed again during the first few</p>	Corey Jones, Principal	05/24/2025		

<p>the Spring of 2024.</p> <p>Benchmark Indicator</p> <p>**Benchmark Indicator**</p> <p>Implementation</p> <p>**o** School wide formative assessments at the end of each nine weeks</p> <p>o Quarterly Data Dig agenda and minutes</p> <p>o Weekly lesson plans</p> <p>Effectiveness</p> <p>**o** Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment.</p> <p>o 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.</p> <p>o 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.</p>	<p>weeks of PLCS along with the expectations of High-Impact Strategies which are to be a part of daily delivery of instruction. Analyzing at student work, aggressive monitoring and gradual release of responsibility will continue 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.</p>				
	<p>[A 1.1.2] Departmentalization</p> <p>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.</p>	<p>Corey Jones, Principal</p>	<p>05/23/2025</p>		

	Kindergarten classes are self-contained. With departmentalization, planning for the content areas are more cohesive and makes vertical teaming vital for collaborative planning purposes.				
<p>[S 1.2] 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. PDs are 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.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase 	<p>[A 1.2.1] Vertical Teaming Sessions Wednesdays' Bulldog Huddle (faculty meeting) also include vertical teaming sessions. ILT members facilitate these PD with input from district personnel. 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.</p>	Corey Jones, Principal	05/23/2025		

overall student achievement by 10%. o 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 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. All data results and resources are housed in the school's data room. Other Data Days are scheduled to be held during faculty meetings, some PLCs, and in district and school structured professional development.	Corey Jones, Principal	04/01/2025		
[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	[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	Corey Jones, Principal	04/15/2025		

<p>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 the identified deficit area. Through the recommendation of the Jackson Elementary RTI team and/or a medical doctor, students can be evaluated for Special Education services. If deemed to meet the requirements after 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 WIDA assessment which determines if the student qualify for ESL services after which an Individual Learning Plan (ILP) developed.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data <p>Effectiveness</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 1to 3 data points. 	<p>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</p>				
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<p>o 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.</p> <p>o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p>					
<p>[G 2] Mathematics Jackson Elementary will increase the number of students in grades 3 through 5 performing on the on-track and mastery proficiency level in Mathematics on the Tennessee Comprehensive Assessment Program (TCAP) – TN Ready from 37% in 2023 to 40.7% in 2025.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TN Ready Assessment</p> <p>Universal Screener - iReady</p> <p>Teacher made assessments</p> <p>Grade Level Common Formative Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction The current Mathematics curriculum was implemented by Memphis Shelby County Schools 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</p>	<p>[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 two times a week 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. In the 2023 – 2024 school</p>	Corey Jones	05/23/2025		

<p>Mathematics Standards.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <ul style="list-style-type: none"> o School wide formative assessments at the end of each nine weeks o Quarterly Data Dig agenda and minutes o Weekly lesson plans <p>Effectiveness</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. o 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. o 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. 	<p>year, a review of the expectations of implementation of Instructional Practices are combined and conducted during the first month of the school year in PLCs. In the 2024 – 2025 school year, IPs will be reviewed again during the first few weeks of PLCS along with the expectations of High-Impact Strategies which are to be a part of daily delivery of instruction. Analyzing at student work, aggressive monitoring and gradual release of responsibility will continue 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.</p>				
	<p>[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</p>	<p>Corey Jones, Principal</p>	<p>05/23/2025</p>		

	departmentalization, planning for the content areas are more cohesive and makes vertical teaming vital for collaborative planning purposes.				
<p>[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. PDs are 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.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. 	<p>[A 2.2.1] Vertical Teaming Sessions Wednesdays' Bulldog Huddle (faculty meeting) also include vertical teaming sessions. ILT members facilitate these PD with input from district personnel. 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.</p>	Corey Jones, Principal	05/23/2025		

o 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.					
	<p>[A 2.2.2] Data Dig Days</p> <p>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. All data results and resources are housed in the school's data room. Other Data Days are scheduled to be held during faculty meetings, some PLCs, and in district and school structured professional development.</p>	Corey Jones, Principal	04/01/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>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</p>	<p>[A 2.3.1] Supplemental instructional resources for struggling students</p> <p>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</p>	Corey Jones, Principal	04/15/2025		

<p>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 the identified deficit area. Through the recommendation of the Jackson Elementary RTI team and/or a medical doctor, students can be evaluated for Special Education services. If deemed to meet the requirements after 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 WIDA assessment which determines if the student qualify for ESL services after which an Individual Learning Plan (ILP) developed.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data <p>Effectiveness</p>	<p>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.</p>				
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<p>o Monthly progress monitoring data will reflect students increasing by at least 1to 3 data points.</p> <p>o 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.</p> <p>o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p>					
<p>[G 3] Safe and Healthy Students Jackson Elementary will reduce the percentage of chronically absent students from 13.9% in 2024 to 11% in 2025.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * JES Administration Parent Contact Worksheet * PowerSchool * PowerBI Dashboard * MSCS Sharepoint 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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 by quarterly Honor's program, grade level and individual classroom acknowledgement of good behavior and attendance.</p>	<p>[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.</p>	Corey Jones, Principal	05/23/2025		

<p>Benchmark Indicator</p> <p>Implementation</p> <ul style="list-style-type: none"> o 20-day attendance reports o 20-day behavior reports <p>Effectiveness</p> <ul style="list-style-type: none"> o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. o 20-day behavior reports will reflect a 5% decrease in the number of student infractions. 					
	<p>[A 3.1.2] Bulldog Store</p> <p>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.</p>	Corey Jones, Principal	05/23/2025		
<p>[G 4] Early Literacy</p> <p>Jackson Elementary will increase the number of 3rd grade students being on track and mastered on the 2025 TCAP TN Ready assessment from 18 students in 2024, including those attending Summer Learning Academy, to 21 in 2025.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <ul style="list-style-type: none"> · 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
<p>[S 4.1] Professional Learning Most Professional Learning, particularly in the lower grade levels, are centered around the science of reading. The use of the science of reading, aligns with the recommendations of the Tennessee Department of Education, in the annual presentation of professional learning entitled Reading 360. This 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.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> o Monthly professional development agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. o 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. 	<p>[A 4.1.1] Professional Learning Professional Learning in Early Literacy is derived at the district and school level not just during the school year but continuously. Although many of the professional learning sessions are repeated throughout the school year, they serves as refreshers to teachers and SEAs and provides new resources that add to the instructional repertoire. With both teachers and SEAs being a part of sessions collaboration and planning for instruction becomes more cohesive.</p>	Corey Jones, Principal	05/23/2025		
<p>[S 4.2] Specialized Educational Assistants (SEAs) Specialized Educational Assistants serve as</p>	<p>[A 4.2.1] Early Literacy Focus The results from the data resources informs instruction and instructional walkthroughs assist</p>	Corey Jones, Principal	05/23/2025		

<p>additional instructional resources in Kindergarten through 2nd grade. In collaboration with the grade level teachers, the SEAs provide instruction to students identified as performing below grade level and possibly at risk of being retained. SEAs also serves daily as interventionists at their assigned grade level during the RTI-2 block.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none">o Quarterly School-wide Formative Assessmentso Weekly Informal Observation Tool and rubric <p>Effectiveness</p> <ul style="list-style-type: none">o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.o Weekly informal observation data will indicate that at least 95% of teachers and/or specialized educational assistant observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.	<p>with the development of a literacy rich environment that ensures early learners engaged in in meaningful, authentic opportunities to develop skills that support the ability to read. The continued use of the various components of science of reading and the effective incorporation of the components into instruction daily serves as a vital instructional resource in Kindergarten through 3rd grade.</p>				
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