J. P. Freeman Elementary/Middle Annual Plan (2023 - 2024)

Last Modified at Sep 24, 2023 06:36 PM CDT

[G 1] Reading/Language Arts
John P. Freeman Optional School will increase ELA meeting or exceeding expectations proficiency rates in grades 3-8 from 52.3% in 2021-2022 to 53.5% in 2023-2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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** 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. 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. District Walkthrough data will be monitored through	**[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.	Dr. Key Coleman & Ms. Tasha Woodus	05/24/2024		

the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
	[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.	Dr. Key Coleman, Ms. Watkins, Ms. Woodus, Ms. Thompson, Ms. Morton	05/30/2024		
	[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) Reading Prescriptions Performance Based Objectives Curriculum maps and toolkits Supplementary texts Pacing guides, performance-based objectives crosswalks Florida Virtual School crosswalks Classroom protocols and instructional technology.	Dr. Key Coleman, Ms. Woodus, Ms. Watkins, Ms. Thompson, Ms. Crawford	05/31/2024		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district	**[A 1.2.1] Instructional Academic Support** Provide high-quality professional learning and instructional resources for direct support to improve	Dr. Coleman, Ms. Bryson, Ms. Woodus,	05/30/2024		

advisors on how to articulate the instructional 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** 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 in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers	literacy practices across applicable content areas. Literacy Laureates, New Teacher Mentors and Literacy Coaches.				

and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[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. Teacher will also be able to travel for content area professional development conferences.	Dr. Coleman, Ms. Watkins, Ms. Woodus, Ms. Thompson,	05/30/2024		
[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** 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. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning	**[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 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.	Ms. Nichols, Ms. Woodus, Ms. Thompson, Ms. Morton	05/30/2024		

opportunity and the impact on student learning and content delivery.				
	[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. John P. Freeman will also provide extended learning opportunities for all students.	K. Nichols,T. Woodus, M. Watkins, Dr. Coleman, F. Thompson, H. Bryson, Dr. Collins, Y. Morton,	05/30/2024	

[G 2] Mathematics
John P. Freeman will increase Math on-track and mastery proficiency rates in all grades 3-8th from 53% in 2021-2022 to 61% for the 2023-2024 school year.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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** 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.	**[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.	Michelle Watkins, Franchesca Thompson	05/30/2024		

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. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	[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.	Dr. Coleman Michelle Watkins, Tasha Woodus, Dr. Roberson, Franchesca Thompson, Yolanda Crawford	05/30/2024		
	[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.	Mr. Payne, Ms. Thompson, Dr. Coleman	05/30/2024		
[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.	**[A 2.2.1] Instructional Academic Support** Provide high-quality professional learning and instructional resources for direct support to improve math practices across applicable content areas.	Ms. Michelle Watkins, Ms. Franchesca Thompson, Ms. Camesha Richardson	05/30/2024		

Benchmark Indicator 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 in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the					

beginning of each semester to ensure collegial support is assigned to each new hire.					
	[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: Envision math, PLC guides, Performance Based Objectives, Curriculum maps, supplementary texts (Ready Math), pacing guides, Florida virtual school crosswalk.	Dr. Coleman, Ms. Watkins , Ms. Thompson, Ms. Crawford, Mr. Thomas	05/30/2024		
	[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 CFA which will help support teachers in planning differentiated instruction.	Dr. Coleman, Ms. Watkins, Ms. Thompson, Ms. Crawford, Mr. Thomas	05/30/2024		
[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. ** ** ** ** **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. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.	**[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.	Ms. L. Williams, Ms. Crawford, Mr. Thomas, Ms. C. Scott, Ms. A. Scott, Ms. Bryson, Dr. Collins	05/30/2024		

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.					
	[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.	Ms. Thompson, Mr. Payne,	05/30/2024		

[G 3] Safe and Healthy Students
John P. Freeman Optional School will continue to maintain a low chronic absenteeism rate for the 2023-2024 school year. Currently the rate is 4.3% .

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** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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.	**[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.	Mr. Dow, Mrs. Y. Anderson	05/31/2024		

Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for 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** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	**[A 3.2.1] Professional development** Provide ongoing, high quality professional development for teachers, and other instructional staff to focus on changing classroom behavior, and social emotional learning that result in improved student attendance and behavior positively impacting student achievement and attendance. Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Monitor the number of student referrals to the office or the reset room. The counselors will provide strategies for redirecting the students behavior. The counselors will also go over the PRIDE Matrix with the faculty and staff to make sure that all students and teachers are aware of the school-wide expectations.	Counselor Dow, Counselor Anderson	05/31/2024		
[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** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.	**[A 3.3.1] Parent Communication & Involvement** John P. Freeman parents will be invited to attend PTO meetings, Annual Title 1 meeting and Parent/ Teacher Conferences. Parents are also informed about school events on our website, face-book page, phone calls, newsletters.	Ms. M. Tate, Ms. Morton, Dr. Coleman, Ms. Thompson	05/31/2024		

At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.					

[G 4] Early Literacy
John P. Freeman Optional School will engaged our scholars for the 2023-2024 school 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.

John P. Freeman Optional School will increase Early Literacy meeting expectation rates from 26.1% in the spring of 2023 to 36.1% in the spring of 2024.

Performance Measure
We will use the districts common formative assessment (Mastery Connects) as well as the universal screener iReady.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning 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. **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	**[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.	A.. Scott, H. Bryson, A. Walton, Dr. Collins, V. Mckinney, C. Eason.	05/31/2024		

progress toward 3rd grade proficiency to inform needed instructional changes and professional development.					
	[A 4.1.2] Common Planning Teachers will collaborate to develop the gradual release with the PLC Protocol Guides.	Ms. Watkins, Dr. Coleman, Ms. Woodus	05/31/2024		
[S 4.2] 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. **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.	**[A 4.2.1] 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.	H. Bryson, A. Walton, A. Scott,V. Mckinney, Dr. Collins, C.Eason	05/31/2024		
	[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.	Heather Bryson, Dr. Key Coleman, Lillie Palmer,	05/31/2024		