

John Pittard Elementary Annual Plan (2023 - 2024)

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[G 1] Increase Achievement and Growth in ELA/Reading

Through the use of standards-aligned core instruction, using high-quality curriculum instructional materials, and effective technology, we will experience improved achievement and growth in literacy for all students (Tier 1, Tier 2, and Tier 3). Via the use of an aligned curriculum scope and sequence, literacy walk-throughs with feedback, and ongoing, intentional professional development, we will experience improvement in (1) teacher practice, (2) student reading proficiency, and (3) a decrease in gaps w/ subgroups. In addition, we will focus efforts in Pre-K-2nd (early literacy) using explicit and systematic foundational skills instruction (Phonological/Phonemic Awareness, Phonics, and Fluency) that will result in increased performance, reduced skill gaps, and improved achievement and growth from primary grade students and intervention students more rapidly.

John Pittard Elementary will offer ongoing, effective professional development that is coherent, curriculum-based, targeted to data-based instructional needs, offered in a variety of modalities and includes strategies to allow access to academic content for all students

Performance Measure

John Pittard will increase achievement and growth in ELA for students in grades 4-6.

For 2023-2024 the district will achieve a Level 3 TVAAS score or higher in literacy, increase achievement percent of reading proficiency using TNReady and iReady data to meet AMO; and an increase in microphase early literacy growth by EOY

Increase the percentage of students scoring below on-track from 34% to 44% on the TNReady ELA assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-aligned instruction Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Reading, Director of Teaching and Learning, and by principals via quarterly walk- through observations and by the analysis of ELA benchmark data every nine weeks.</p> <p>The Coordinator of Reading will monitor and record</p>	<p>[A 1.1.1] Implement an active mentoring program for 1st-3rd year teachers The administration at JPE in conjunction with the MCS Human Resources Department will implement an active mentoring program for 2023-24 school year for all first-year teachers. In addition, teachers who are new to Murfreesboro City Schools will be supported as well with a mentor. The 2nd-3rd year teachers will be provided with continuous and ongoing support.</p> <p>The goal of the mentoring program will be to grow</p>	<p>School Administration, HR Director</p>	<p>05/03/2024</p>		

<p>the completion of PD sessions and coaching sessions using participant surveys.</p> <p>Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>	<p>and retain highly effective teachers over the course of the three-year period.</p>				
<p>[S 1.2] Targeted interventions, with a focus on supporting subgroups</p> <p>Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Progress will be monitored by principals via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure the schools and our district will be on target to meet our AMO goals. JPE will aim to decrease the percentage of all students and students in each</p>	<p>[A 1.2.1] Participate in professional development.</p> <p>School administrators will plan professional development for all teachers to learn how to support students with disabilities in the tier one classroom setting.</p>	<p>Administration</p>	<p>05/03/2024</p>	<p>GP</p>	

<p>subgroup scoring at the below level in state assessed subjects annually</p>					
<p>[S 1.3] Effective Leaders Develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>[A 1.3.1] Participate in professional development and support for administrators to enable them to support action steps for this goal. The school administrators will guide the teachers in setting goals individually and grade level collectively. These goals as well as monthly calendar planning will assist the administration in planning purposeful professional development.</p> <p>Administration will attend all ELA PLC's to monitor planning and curriculum integrity. This allows for clarity and continuity between the administration, academic coach, and teachers. An additional day for weekly collaborative sessions has been implemented.</p>	<p>Administration, Academic Coach</p>	<p>05/03/2024</p>	<p>GP</p>	
<p>[S 1.4] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>** **</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p>	<p>[A 1.4.1] Conduct periodic family events to encourage family understanding and participation in content area learning opportunities. The family and community engagement activities scheduled for the 2023-24 school year are:</p> <p>Back to School Open House</p> <p>Grade level class meetings</p> <p>Donuts with The Doctors (Title 1) breakfast</p> <p>Family Literacy Night</p> <p>The International Dot Day</p> <p>Reading in The Schools Day</p> <p>STEAM Walks</p> <p>Read Across America</p>	<p>Administration, Committee Chairmen</p>	<p>05/03/2024</p>	<p>Title One</p>	

Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.					
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[G 2] Increase Achievement and Growth in Math
 Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Murfreesboro City Schools will experience improved achievement and growth in math for each and every student. Developing effective teachers and school leaders through targeted professional development will yield improved academic outcomes in math for all students. Encouraging family engagement and participation in academic improvement will improve student outcomes in math for all students.

Performance Measure
 For 2023-2024 John Pittard will achieve math proficiency using TN Ready and iReady data. Increase the percentage of students scoring on track or mastered from 34.5% to 40.6% on the TNReady Math assessment for Grades 2-6 and iReady Diagnostic for Kindergarten and First Grade.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and Academic coach we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Math and building administrators via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews (A 2.2.4) in order to ensure the district will be on target to meet our AMO goals. Reviews will incorporate data from the TDOE-developed Math Learning</p>	<p>[A 2.1.1] Provide ongoing professional development for staff on developing standards-aligned lessons MCS Math Coordinator will be scheduled to provide professional development during the school year, beginning September 2023, which will focus on supporting teachers across grade levels to implement the newly adopted iReady Math curriculum.</p> <p>The math coordinator will conduct quarterly math walkthroughs followed by teacher reflection and discussion.</p>	Administration, Math Coordinator, Academic Coach	05/03/2024	GP	

<p>Walk Tool and from i-Ready school, grade, and class data looking for trends that identify on-track performance. Negative trends become indicators for targeted professional development.</p>					
<p>[S 2.2] Effective teachers Assistant Superintendent of Curriculum and Instruction and Math Coordinator will support all teachers through job-embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p>[A 2.2.1] Provide ongoing learning opportunities through grade-level PLCs. School administrators, MCS Math Department Coordinator, and the academic coach will provide ongoing learning opportunities by encouraging and supporting grade-level PLCs which will meet at once a week during the year across the district in order to share expertise, and work collaboratively to improve teaching skills and the academic performance of students.</p> <p>Administration and academic instructional coach will restructure the teachers and teaching configurations in fourth grade and fifth grade.</p>	<p>Math Coordinator, Academic Coach</p>	<p>05/03/2024</p>	<p>GP</p>	
<p>[S 2.3] Targeted interventions, with a focus on supporting subgroups District-level support staff will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps.</p> <p>Benchmark Indicator Progress will be measured by administrators and Instruction Department staff conducting quarterly walk-through observations and by analysis of District Benchmark Assessments (iReady), three times a year, in order to ensure the schools and our district will be on target to meet our proficiency and growth goals. Progress reports will be shared with school administrators and school teams during Quarterly Data Reviews (A 2.2.24).</p>	<p>[A 2.3.1] Teachers will provide data- driven instruction/interventions based on individualized student data. Teachers provided with a detailed schedule which includes specific subject area blocks, instructional minutes, and BOOST Time.</p> <p>With support from Math Coordinator, Molly Oliver, teachers will utilize multiple sources of data in PLC data sessions to determine student needs and to provide Math instruction/intervention for students. Special attention will be given to students in subgroups, especially SWD and ELL.</p>	<p>Administration</p>	<p>05/03/2024</p>	<p>GP</p>	
<p>[S 2.4] Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum and Instruction will develop policies, procedures, and programs to</p>	<p>[A 2.4.1] Participate in professional development and support for administrators to enable them to support action steps for this goal.</p>	<p>Administration</p>	<p>05/03/2024</p>	<p>GP</p>	

<p>support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Director of Curriculum and Instruction quarterly in order to ensure the schools and our district will be on target to meet our TVASS goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on benchmark assessments.</p>	<p>The school administrators and school leaders will participate in professional development and other opportunities at the beginning of each semester to enable administrators to support the action steps of this goal.</p> <p>The administrators will walk through the 5th grade math block twice a week and provide informal feedback.</p>				
<p>[S 2.5] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent</p>	<p>[A 2.5.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning opportunities. Our school will conduct periodic themed "Family Nights" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use.</p> <p>For the 2023-24 school year we have planned to:</p> <p>Back to School Open House</p> <p>Grade level class meetings</p> <p>Donuts with The Doctors (Title 1) breakfast</p> <p>Math Night</p> <p>STEAM Night</p>	Administration	05/03/2024	Title One [\$2500.00]	

satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.					
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[G 3] Address and support the needs of the whole child

For 2023-2024, students will have equal access to a safe and healthy learning environment that promotes academic achievement, limits the amount of lost instructional time by improving attendance and reducing exclusionary discipline practices, ensures that all students have the opportunity to learn, and promotes and classroom instruction that includes age-appropriate activities to help elementary students explore careers and develop an understanding of the connection between school and the world of work.

Performance Measure

- * Improve behavioral interventions and supports as measured by periodic RTI2-B data, discipline data, and periodic administrative interviews.
- * Improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, DCS Report data and periodic administrative interviews.
- * Improve attendance, decrease exclusionary discipline practices, and improve access for all students as measured by attendance data, discipline data and school access data.
- * Improve school health as measured by attendance data, nurse department data, and school access data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Behavioral interventions and supports Develop and support programs and initiatives (including RTI2-B, Social-Personal Competency instruction, De-escalation Training, Crisis Prevention and Intervention) that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Progress will be monitored by Assistant Superintendent of Student Support Services and Coordinator of Behavior Supports), and building administrators via -</p> <ul style="list-style-type: none"> * quarterly walk-through observations in order to measure protocol compliance; * quarterly review of SRSS-IE data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior; 	<p>[A 3.1.1] Continue implementation of RTI2-B Behavior Supports in all schools. Faculty and staff will be trained in de-escalation techniques in order to assist students will remaining in class.</p> <p>Faculty and staff will receive an overview of the tier 1 RTI2-B data.</p> <p>Administrators will conduct “informal” walkthroughs during the morning meeting blocks to ensure these are occurring.</p>	Administration, Guidance Counselors	05/03/2024	GP	

<p>* quarterly RTI2-B fidelity checks in order to measure program fidelity;</p> <p>* quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success.</p> <p>*</p>					
<p>[S 3.2] Mental health supports Develop external partnerships with mental health service providers (including Centerstone, STARS, School Based Health Solutions, The Family Center and others), develop procedures and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support</p> <p>* via quarterly needs assessments with school counselors and behavior support staff,</p> <p>* quarterly review of SRSS-IE data and behavior referrals,</p> <p>* and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.</p> <p>*</p>	<p>[A 3.2.1] Continued utilization of Centerstone, STAR, and School Counselors The school counselors will continue to work with classroom teachers, Centerstone, and the mental health counselor to ensure all students' mental health is supported.</p>	<p>School Counselors Mental Health Supports</p>	<p>05/03/2024</p>	<p>GP</p>	
<p>[S 3.3] Targeted interventions Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p>Benchmark Indicator Progress will be monitored by Assistant Superintendent of Instruction and building administrators via monthly review of attendance</p>	<p>[A 3.3.1] Improve attendance through a multi-tiered system of support School administrators will, beginning in August, monitor and address attendance issues using a Multi-tiered System of Support to improve attendance and decrease chronic absenteeism in order to improve student outcomes. Administrators will use parent engagement activities to promote good attendance. School Administrators will make</p>	<p>JPE Administration</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>data, and quarterly review of MTSS meetings and results in order to ensure attainment of the district AMO goal for chronic absenteeism.</p>	<p>weekly callouts. An attendance message will be included in 90% of parental all-calls.</p>				
<p>[S 3.4] Effective leaders The Director of Schools, with the assistance of the Instruction Department, will develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional and support programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure attainment of the district AMO goal for chronic absenteeism.</p>	<p>[A 3.4.1] Participate in professional development and support for administrators to enable them to support action steps for this goal. The school administrators and school leaders will participate in professional development and other opportunities at the beginning of each semester to enable administrators to support the action steps of this goal</p>	<p>JPE Administrators</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 3.5] School Health and Healthy Living Continue to promote and support the prevention of diseases and health problems and the mitigation of the impact of illnesses and absenteeism by continued training of MCS staff and the provision of interventions for affected children and families.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support and department supervisors via monthly walk-through observations in each school and by the analysis of school health and attendance data monthly in order to ensure attainment of the district AMO goal for chronic absenteeism.</p>	<p>[A 3.5.1] Support and promote Coordinated School Health campaigns to encourage healthy living and improve school outcomes Building administrators will support and promote Coordinated School Health campaigns, including Farm to School campaign and Chef Academy campaign to promote healthy living, promote a well-rounded education, and to improve school outcomes. Support and promotion will begin in September 2023 and will continue throughout the year.</p>	<p>JPE Administrators</p>	<p>08/25/2023</p>	<p>GP</p>	
<p>[S 3.6] Promote and Support Emergency Preparedness Starting Fall 2023 and continuing throughout the year, the Director of Schools will promote and support Emergency Preparedness in schools to create a safe environment conducive to learning</p>	<p>[A 3.6.1]] Explore, promote, support and monitor all efforts to make the school environment as safe as possible The faculty and staff will support and monitor all efforts to make the school environment as safe as possible by:</p>	<p>JPE Administrators, SRO</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>and achievement.</p> <p>Benchmark Indicator Progress will be monitored via semester walk-through observations in each school and by the monthly analysis of attendance, benchmark academic data, and school behavior and discipline data in order to ensure attainment of the district AMO goal for chronic absenteeism and discipline and to ensure all students have the opportunity to learn.</p>	<p>Daily exterior door checks.</p> <p>Monthly Fire Drills</p> <p>Participation in MCS safety drill week</p>				
<p>[S 3.7] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in school planning and decision-making.</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 3.7.1] Conduct periodic "Family Events" to encourage family understanding and participation in content area learning opportunities. Our school will conduct periodic themed "Family Events" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use.</p>	<p>JPE Administration</p>	<p>04/26/2024</p>	<p>GP</p>	
<p>[S 3.8] Integration of STEAM Approach in Instruction Provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to</p>	<p>[A 3.8.1] Use of an integrated STEAM approach John Pittard is applying for a STEM designation during the 23-24 school year. The school will go through all the steps this school year to ensure we are ready. STEAM instruction is a major focus of John Pittard this school year.</p>	<p>JPE Administration and Academic Coach</p>	<p>05/24/2024</p>	<p>GP</p>	

understand the school to work connection.

Benchmark Indicator

Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.

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