E.E. Jeter Elementary/Middle Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts
E. E. Jeter will increase 6th-8th grades ELA TCAP met or exceeded from 21% in 2022-2023 to 25% in Spring of 2024-2025. 3rd-5th grades will increase ELA TCAP met or exceeded from 39% in 2022-2023 to 43% in Spring of 2024-2025 for all students, including those in the TSI identified subgroup of BHN and Black.

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 for all students, including those in the TSI-identified subgroup of BHN and Black. School level data shows the following for Fall 2023 Mastery Connect overall data results show 37.9% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.6% met plus exceeded in ELA and Spring 2024 MC results were 47.9%. **Benchmark Indicator** **Implementation: ** iReady Diagnostics Platform (FALL, WINTER, SPRING) Monthly CLASSROOM INFORMAL OBSERVATION DATA	**[A 1.1.1] Conduct Weekly PLCs and Collaborative Planning Meetings** Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.	Becca Burnett, PLC Coach; ELA Teachers; LaThres Rice, AP; Christopher Newson, Principal	05/23/2025		

Semi-Annual FORMAL OBSERVATION DATA (TEM) Quarterly Formative Common Assessments **Effectiveness:** Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery. Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery. Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing quarterly formative assessments to show that 10% of students in grades 3 through 8 will perform at or above 70%.					
	[A 1.1.2] Implementation of Literacy Workstations Literacy workstations will be implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.	ELA Teachers; Becca Burnett, PLC Coach	05/23/2025		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master the standard look fors,	**[A 1.2.1] Conduct Weekly PLCs and Collaborative Planning Meetings** Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.	Becca Burnett, PLC Coach; ELA Teachers; LaThres Rice, AP; Christopher	05/30/2025		

		Newson, Principal			
students' skill set, and students' proficient reading level for all students, including those in the TSI identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation:** Monthly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Weekly Professional Learning Community meetings Monthly Instructional Leadership Team (ILT) meetings **EFFECTIVENESS:** Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery. Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Administrating weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.					

Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content bringing findings to the monthly meetings.					
	[A 1.2.2] Attend Ongoing, Job-Embedded Professional Development Instructional Coaches/ILT Members/PLC Coach will provide professional development to assist teachers with research-based experiences which include: * thoughtfully planned and executed lessons * Attention to both skills-based and meaning-based competencies * Daily integration of reading, writing, speaking, and listening to understand texts and express understanding * An environment that supports text-based discourse * Data-informed instruction	Instructional Coaches; ILT ELA Teachers; Becca Burnett, PLC Coach	05/30/2025		
	[A 1.2.3] Utilizing the CANVAS Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS online modules, teachers will learn at their own pace and on their own time.	LaThres Rice, AP; ELA Teachers	05/30/2025		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students, including those in the TSI-identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation:**	**[A 1.3.1] Provide Response to Instruction and Intervention** The interventionist will work to decrease the percentage of students who fall under the 25th percentile on iReady Benchmarks. The intervention teacher and ELA teachers will provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.	Abigail Morales, Interventionist; ELA Teachers; Christopher Newson, Principal	05/23/2025		

iReady Diagnostics Platform (FALL, WINTER, SPRING) Monthly S-Team Meetings Weekly Grade Audits **EFFECTIVENESS:** Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery. Implementing monthly S-Team (RTI2A) meetings with 90% attendance to review data collection from teachers, review students' performance in the targeted intervention (iReady & teacher small groups), and review AimsWeb data points. Executing weekly reviews of grade reports for 100% of the school. Ensuring 100% of students receive grade recovery opportunities.					
	[A 1.3.2] Utilization of the Curriculum Associates i-Ready Platform and Ready Teacher Toolbox The i-Ready platform will provide individualized learning paths for students and skills-based small groups, targeting the following domains: Phonological Awareness, High-Frequency Words, Phonics, Vocabulary, and Comprehension.	Abigail Morales, Interventionist; ELA Teachers; Christopher Newson, Principal	05/23/2025		
	[A 1.3.3] Utilization of Educational Assistants & Specialized Education Assistants Educational assistants and SEAs will assist the teacher in the achievement of teaching objectives while working with individual students, or small groups, for the improvement of skills and an increase in student learning.	Educational Assistants; Specialized Education Assistants (SEAs); ELA Teachers; Christopher Newson, Principal	05/23/2025		

[G 2] Mathematics
E.E. Jeter will improve on-track/mastery percentages in all grades from 30.5% in 2023 to 35% in 2025; 3-5 from 34% in 2023 to 39% in 2025; 6-8 from 15% in 2023 to 21% in 2025 for all students, including those in the TSI identified subgroup of BHN and Black.

By spring 2025, Jeter will improve K-8 math, with a continued instructional shift that will align with an increased focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real-world applications. We believe improvement in this area can continue based on work done in the prior year including the implementation of the math curriculum material and the development of rigorous professional development to support math.

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 for all students, including those in the TSI identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation:** iReady Diagnostics Platform (FALL, WINTER, SPRING) Monthly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM)	**[A 2.1.1] Conduct Weekly PLCs and Collaborative Planning Meetings** Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.	Becca Burnett, PLC Coach; MATH Teachers; LaThres Rice, AP; Christopher Newson, Principal	05/23/2025		

Quarterly Formative Common Assessments **Effectiviness:** Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery. Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery. Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Implementing quarterly formative assessments with show 10% of students in grades 3 through 8 should perform at or above 70%.					
	[A 2.1.2] Incorporate Daily High-Quality Teaching in Math Classrooms Teachers will utilize the following practices while using the Envision Math curriculum: * Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) * Promote student mathematical discourse * Utilize visual and symbolic representations and help students make connections * Emphasize literacy skills for mathematical proficiency	MATH Teachers; Becca Burnett, PLC Coach; Christopher Newson, Principal; LaThres Rice, AP	05/23/2025		
[S 2.2] Professional Development Provide ongoing, high-quality professional 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 for all students,	**[A 2.2.1] Conduct Weekly PLCs and Collaborative Planning Meetings** Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.	Becca Burnett, PLC Coach; MATH Teachers; LaThres Rice, AP;	05/30/2025		

including those in the TSI-identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation:** Monthly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Weekly Professional Learning Community meetings Monthly Instructional Leadership Team (ILT) meetings **Effectiveness:** Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery. Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Administrating weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice. Conducting Instructional Leadership Team (ILT)		Christopher Newson, Principal			

meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content bringing findings to the monthly meetings.					
	[A 2.2.2] Attend Ongoing, Job-Embedded Professional Development Instructional Coaches/ILT Members/PLC Coach will provide professional development to assist teachers with research-based experiences which include: * Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) * Promote student mathematical discourse * Utilize visual and symbolic representations and help students make connections * Emphasize literacy skills for mathematical proficiency	Instructional Coaches; ILT Math Teachers; Becca Burnett, PLC Coach	05/30/2025		
	[A 2.2.3] Utilizing the CANVAS Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS online modules, teachers will learn at their own pace and on their own time.	LaThres Rice, AP; MATH Teachers	05/30/2025		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students, including those in the TSI-identified subgroup of BHN and Black. ** ** **Benchmark Indicator** **Implementation:** iReady Diagnostics Platform (FALL, WINTER,	**[A 2.3.1] Provide Response to Instruction and Intervention** The interventionist will work to decrease the percentage of students who fall under the 25th percentile on iReady Benchmarks. The intervention teacher and math teachers will provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.	Abigail Morales, Interventionist; MATH Teachers; Christopher Newson, Principal	05/30/2025		

SPRING) Monthly S-Team Meetings Weekly Grade Audits **Effectiveness:** Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery. Implementing monthly S-Team (RTI2A) meetings with 90% attendance to review data collection from teachers, review students' performance in the targeted intervention (iReady & teacher small groups), and review AimsWeb data points. Executing weekly reviews of grade reports for 100% of the school. Ensuring 100% of students receive grade recovery opportunities.					
	[A 2.3.2] Utilization of the Curriculum Associates i-Ready Platform and Ready Teacher Toolbox The i-Ready platform will provide individualized learning paths for students and skills-based small groups, targeting the following domains: Number Sense, Addition, Subtraction, Multiplication, Division, Measurement, Data, Algebra & Algebraic Thinking, and Geometry.	Abigail Morales, Interventionist; MATH Teachers; Christopher Newson, Principal	05/23/2025		

[G 3] Chronic Absenteeism
Jeter will reduce the percentage of chronically absent students from 22.9% in 2024 to 19.9% in 2025 for all students, including those in the TSI-identified subgroup of BHN and Black.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation**: Monthly Small Groups with Behavior Specialist Quarterly Attendance Incentives 20-Day Caught You Being Good (Jeter Bucks) Incentives **Effectiveness**: Behavior Specialist will take referrals and create small groups based on need. Specialist will have monthly meetings with 95% of identified student participation. After 3 monthly meetings, 75% of the group will not receive another behavior referral. Attendance Secretary will incentivise every quarter striving for the school attendance rate to remain above 95% every quarter. Guidance Department will have a Jeter Buck Store (caught you being good) every 20 days with the goal of 80% of the student population participating every 20 days with at least 1 Jeter Buck.	**[A 3.1.1] Create a RTI-B Team** The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develop positive relationships between students and school staff.	Lathres Rice, AP; Vanessa Jones, Middle Guidance Counselor; Whitney Allgood, Elementary Guidance Counselor	05/23/2025		

	[A 3.1.2] Provide Incentives for Perfect Attendance and Good Behavior Students will be provided with incentives for attending school daily, as well as good behavior. Students will be provided incentives with the NBA Award (Never Been Absent).	Adina Wilkinson, SART & Attendance Clerk; Professional School Counselors	05/23/2025		
[S 3.2] Professional Development Provide ongoing, high-quality professional development at the 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 for all students, including those in the TSI-identified subgroup of BHN and Black. Benchmark Indicator **Implementation**: Monthly Data Audits Quarterly Attendance & Discipline Report, PD, & Meetings **Effectiveness**: Executing monthly fidelity checks of student data entry for 100% of the school. Ensuring 100% of data entered is accurate and no erroneous reporting occurs. After quarterly student behavior PD, reported behavior incidents will improve by 10% each quarter.	[A 3.2.1] Provide RTI-B Training The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develop positive relationships between students and school staff.	LaThres Rice, AP; Vanessa Jones, 5-8 Counselor; Whitney Allgood, K-4 Counselor	05/23/2025		

	[A 3.2.2] Complete Safe School Videos/Training All E. E. Jeter Staff and Personnel will watch and complete safe school videos.	LaThres Rice, AP; Jeter Staff and Personnel	05/30/2025		
[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 for all students, including those in the TSI-identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation**: Semester Parent Survey Quarterly Family Engagement Events **Effectiveness**: Conduct a Parent Needs/Engagement Survey each semester with at least 20% of the parents responding. After the quarterly family engagement events, receive at least 25% favorable feedback per the event survey.	[A 3.3.1] Engage Community Partners Jeter will engage in meaningful collaboration with community partners.	Becca Burnett, PLC Coach; Christopher Newson, Principal	05/30/2025		
	[A 3.3.2] Quarterly Family Engagement Events Jeter will host varying family engagements every quarter. Events will bring the community into the school to showcase student work and give parents suggestions and/or strategies on how to assist their student(s) at home.	Becca Burnett, PLC Coach, Jeter Faculty & Staff	05/30/2025		

[G 4] Early Literacy
Jeter's K-2 learners will be engaged for the 2024-25 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking, and listening skills essential to becoming college and career-ready for all students, including those in the TSI identified subgroup of BHN and Black.

In 2023 2nd grade students were 29% proficient on the TCAP. By the spring of 2025, Jeter 2nd graders will reach 33% met or exceeded expectations.

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading for all students, including those in the TSI-identified subgroup of BHN and Black. **Benchmark Indicator** **Implementation:** Monthly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) Weekly Professional Learning Community meetings Monthly Specialized Education Assistant Observations **Effectiveness:** Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.	**[A 4.1.1] Conduct Weekly PLCs and Collaborative Planning Meetings** Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.	Becca Burnett, PLC Coach; K-2 ELA Teachers; LaThres Rice, AP; Christopher Newson, Principal	05/30/2025		

Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators. Administrating weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice. Conducting SEA observations monthly with a projected improvement of 10% each month in the quality of SEA small group instruction.					
	[A 4.1.2] Attend Ongoing, Job-Embedded Professional Development K-2 teachers and SEAs will receive monthly job-embedded professional development to build intense knowledge in phonological awareness, phonics, word recognition, and fluency to ensure the needs of students are met.	Becca Burnett, PLC Coach & Jeter K-2 Instructional Coach; K-2 Teachers; K-2 SEAs	05/30/2025		
	[A 4.1.3] Provide Professional Learning Opportunities for Early Literacy Learning opportunities will be offered to teachers in K-2. An emphasis will be placed on parent engagement.	Rebecca Burnett, Professional Learning Communities Coach	04/30/2025	School wide Title 1 funds	
[S 4.2] Early Literacy Centered Instruction Implement a comprehensive early literacy program that places direct skill instruction within the context of rich and varied reading and writing experiences. **Benchmark Indicator** **Implementation:** iReady Diagnostics Platform (FALL, WINTER, SPRING)	**[A 4.2.1] School Wide Reading Initiative/Family Reading Night** Grade band author/genre studies will be held to supplement the ELA instruction throughout the school. Each grade band will have an author/genre that they study in their classrooms throughout the year. In addition, there is a literacy week with a night for K-4th grade students and parents.	Becca Burnett, PLC Coach; Literacy Night Committee	05/23/2025		

Monthly CLASSROOM INFORMAL OBSERVATION DATA Semi-Annual FORMAL OBSERVATION DATA (TEM) **Effectiveness:** Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery. Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery. Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.					
	[A 4.2.2] Implementation Literacy Workstations Literacy workstations will be implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.	K-2 ELA Teachers	05/23/2025		
	[A 4.2.3] Purchase materials and supplies to enhance early learning opportunities The purchase of supplies, materials, as well as upgrade technology will be a focus to improve early learning opportunities.	Rebecca Burnette	04/30/2025	School wide Title 1 Funds	