Oak Forest Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
By May 2026, Oak Forest will improve meeting or exceeding expectation percentages in all grades in ELA from 52.6% in 2024 to 57.86%.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

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** Implementation tool: Daily exit ticket Bi-weekly assessments Effectiveness: Daily exit tickets should show 90% mastery for	**[A 1.1.1] Improving Student achievement and growth through the use of Daily Exit Tickets** ** **Oak Forest implements a daily literacy block to teach TN ELA standards. All teachers follow the district curriculum map and pacing guidelines. Teachers plan for and administer Daily Exit tickets to assess the effectiveness and student mastery of objectives.	Dr. Hughes, Principal	05/22/2026		

60% of the students. Fifty percent of students scoring 70% or greater on the bi-weekly assessments.					
	[A 1.1.2] Improving student achievement and growth with grade level PLC Meetings and Collaborative Planning ** **Oak Forest conducts weekly PLC meetings to ensure teachers engage in collaborative planning, review student work samples, share best practices, implement school/district initiatives, and review data. In addition, teachers have the opportunity to engage in deliberate practice which results in improved instruction. Benchmark Indicators-Weekly Walthrough Data, TEM data, Quarterly Assessment Data, Report Card Data	Dr. Hughes, Principal	05/13/2026		
	[A 1.1.3] Improving student achievement and growth with differentiated instruction for English Language Learners. ** **Identified students with Limited English Proficiency will receive ELA instruction aligned to TN standards a minimum of one hour daily from a certified ESL teacher.	T. Newell, ESL teacher, Hull-Partee, ESL teacher	05/22/2026		
	[A 1.1.4] Improving student achievement and growth with Intervention. The Interventionist and teachers will work in planning session on Literacy focusing intervention of at-risk students. They will provide opportunities for academic intervention, including providing tutoring to help students to meet state academic achievement standards in literacy.	M. Rodgers, Interventionist	05/15/2026		

	[A 1.1.5] Improving student achievement and growth through Parental involvement. ** **Oak Forest will provide opportunities for parent meetings and provide training opportunities for parents to help support students with reading at home.	K. Jessee, School Counselor	05/22/2026		
	[A 1.1.6] Literacy Walkthroughs The Instructional Leadership Team (ILT) conducts literacy walkthroughs with the district walkthrough document to ensure that teachers are planning and teaching standards-based literacy lessons that are aligned to the rigor of the standards. Walkthroughs minimally occur bi-weekly and trends are discussed during ILT meetings. Based on the data collected, the ILT develops professional development sessions to improve instruction.	Dr. Hughes, Principal	04/24/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders 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** Implementation: Informal observation bi-weekly using the District Informal Walk-through tool Semester formal observation using the TEM rubric Effectiveness: Teachers should score a level 3 or above on the bi-weekly informal walk-through tool. Teachers should score a level 3 or above on the formal observation using the TEM Rubric each semester.	**[A 1.2.1] Weekly PLC Meetings** ** **Oak Forest conducts weekly PLC meetings to ensure teachers engage in collaborative planning, review student work samples, share best practices, implement school/district initiatives, and review data. In addition, teachers have the opportunity to engage in deliberate practice which results in improved instruction.	Dr. Hughes, Principal	05/11/2026		

	[A 1.2.2] Data Digs ** **Oak Forest trains teachers to analyze data in order to increase student achievement in English/language arts. Specifically, teachers learn how to read data reports and analyze data in order to create trackers and develop reteaching plans. Teachers also use data to create flexible small groups during the ELA block.	Dr. Hughes, Principal	05/13/2026		
	[A 1.2.3] Instructional Leadership Team (ILT) ** **Oak Forest's Instructional Leadership Team (ILT) meets twice a month. The purpose of the team is to improve instruction in all content areas. is comprised of teachers and administration. In reference to ELA there is an administration lead and teacher lead. The ILT conducts walkthroughs to determine instructional needs and then develops professional development plans. The ILT selects professional readings and research-based strategies to share with the faculty. Teachers are given time for safe practice. Once the instructional practices are observed, teachers and ILT members review student work samples to determine instructional effectiveness.	Dr. Hughes, Principal	05/08/2026		
[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** Implementation: Weekly I-ready reports Bi-weekly progress monitoring Effectiveness: Weekly ten percent increase in I-ready growth	**[A 1.3.1] RTI2 Data Meetings Monthly** ** **Oak Forest follows RTI2 protocols and conducts monthly data meetings to discuss the progress of students identified for intervention. Based on the data, the team updates students' plans and communicates updates to parents. All teachers involved in the process offer feedback on student progress, and data is analyzed and updated in EdPlan. From this process, students receive support needed to increase academic achievement in ELA.	M. Rodgers, Interventionist	05/06/2026		

scores. Students should score ten percent greater on each bi-weekly monitoring assessment.					
	[A 1.3.2] Improving student achievement and growth through response to intervention RTI2 Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.	M. Rodgers, Interventionist	05/06/2026		
	[A 1.3.3] Improving student achievement and growth through assessment ** **Identifying students needing tier 2 and 3 interventions through the District Universal Screener. Benchmark indicators-Tier 2 and Tier 3 Progress Monitoring Data, RTI2 Fidelity Checks	M. Rodgers, Interventionist	05/15/2026		
	[A 1.3.4] I-ready teacher toolbox Oak Forest teachers and SEAs use the I-Ready teacher toolbox resources to teach Tier 2 and Tier 3 students during the daily intervention block. The I-Ready lessons allow teachers to differentiate ELA instruction for all learning levels. Teachers track progress in student's EdPlans. Progress is discussed during monthly RTI2 meetings.	M. Rodgers, Interventionist	05/15/2026		
[S 1.4] Early Literacy 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 to support the development of K-2 students reading skill set. **Benchmark Indicator** Implementation: Iready reports benchmark assessments (fall, winter, spring) Weekly teacher created assessment. Effectiveness:	**[A 1.4.1] Foundational skills ELA PLCs** Oak Forest reviews foundational skills lesson plans with teachers and schedules time for teachers to share best practices. Teachers also receive feedback during deliberate practice sessions.	Dr. Hughes, Principal	05/08/2026		

Students should show 10% growth on benchmark assessments (fall, winter, spring). 60% of students should score 80% or greater on weekly assessments.					
	[A 1.4.2] Improving student achievement and growth through the use of literacy stations and blended learning. ** **Oak Forest will use research supported tier 1 literacy stations and blended learning to support students in fluency, vocabulary, comprehension and word work around ELA standards.	Dr. Hughes, Principal	05/11/2026		
	[A 1.4.3] Improving student growth and achievement through curriculum ** **Oak Forest will provide a daily foundational skills block using the Wonders Curriculum.	Dr. Hughes, Principal	05/15/2026		
	[A 1.4.4] Differentiated instruction for English Language Learners Identified students with Limited English proficiency will receive ELA instruction aligned to ELA standards a minimum of one hour daily from a certified ESL teacher.	T. Newell, ESL teacher and H. Hull-Partee, ESL teacher	05/08/2026		

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
By May 2026, Oak Forest will improve meeting or exceeding expectation percentages in all grades in Math from 44.4% in 2024 to 48.4%.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

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** Implementation tool: Daily exit ticket Bi-weekly assessments Effectiveness: Daily exit tickets should show 90% mastery for 60% of the students. Fifty percent of students scoring 70% or greater on the bi-weekly assessments.	**[A 2.1.1] Improving student achievement and growth with grade level PLC Meetings and Collaborative Planning** ** **Oak Forest Teachers create lessons to teach the TN math standards. Grade level teachers follow the districts math curriculum guide and use the designated resources to ensure that instruction is aligned with the TN math standards Math teachers use the Envision/SAVVAS curriculum to teach math. Lessons are reviewed/annotated prior to instruction. During the planning stage, teachers complete and review with admin. content lesson annotations and planning guide provided by the district.	D. Bourne, Dean of Students	05/15/2026		
	[A 2.1.2] Improving student achievement/growth Math Resources/Manipulatives ** **Oak Forest purchases and uses math resources to build and reinforce math skills and understanding of the TN math standards. Resources include math manipulatives, iReady Teacher Toolbox workbooks, Instructional Coach workbooks, Measuring up and/or Success Coach Workbooks.	D. Bourne, Dean of Students	05/18/2026		
	[A 2.1.3] Focused Instruction and Reteaching Calendars ** **Oak Forest teachers analyze data and create focused instruction calendars to reteach TN math standards. This practice ensures that all students including EL, SWD and ED subgroups, receive targeted support to help them master the TN math	D. Bourne, Dean of Students	05/11/2026		

	standards Benchmark Indicator-Quarterly Formative Assessment Reports, Report Card Data. Teachers work with flexible student groups and encourage students to use self-selected strategies to engage in productive struggle and solve math problems.				
	[A 2.1.4] Improving student achievement and growth through assessment ** **Grades 2-5 will give math standards based common assessments every 2 weeks to identify student progress and need for remediation around standards assessed. Teachers analyze common assessment data in order to determine standards that need to be retaught and incorporate strategies that will improve instructional practices. Teachers analyze student and class level data reports to identify the percentage of students scoring on track/mastered, approaching and below. As a result of the dig, teachers create reteaching calendars and incorporate daily Do Nows that correlate to the TN math standards.	D. Bourne, Dean of Students	05/04/2026		
	[A 2.1.5] Improving student achievement and growth through PLC Coach PLC coach will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.	T. Brooks, PLC Coach	05/01/2026		
	[A 2.1.6] Improving student achievement and growth with Computer assisted instruction Kindergarten through 5th grade students will use supplemental computer programs to support math instruction.	D. Bourne, Dean of Students	05/06/2026		
	[A 2.1.7] Improving student achievement and growth through small group instruction. Teachers will differentiate tier 1 math through small group instruction and blended learning.	D. Bourne, Dean of Students	05/21/2026		

[S 2.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Implementation: Informal observation bi-weekly using the Informal Walk-through tool Semester formal observation using the TEM rubric Effectiveness: Teachers should score a level 3 or above on the bi-weekly informal walk-through tool. Teachers should score a level 3 or above on each semester formal observation using the TEM Rubric	**[A 2.2.1] Weekly PLCs** Oak Forest conducts weekly PLCs to ensure that teachers are planning effectively and prepared to deliver high quality instruction. During meetings, teachers plan collaboratively, engage in Deliberate Practice, identify potential misconceptions and share best practices. Math professional development that supports school/district initiatives is also provided during PLCs.	D. Bourne, Dean of Students	05/14/2026		
	[A 2.2.2] PLC Coach ** **Oak Forest hires a PLC Coach to support instructional practices. The PLC Coach meets with teachers weekly to discuss math instruction, student achievement and analyze student performance data. The PLC Coach also provides professional development and monitors the implementation of school improvement action steps.	T. Brooks, PLC Coach	05/13/2026		
	[A 2.2.3] Professional Development through coaching PLC Coach, Dean of Students, Principal and School Instructional Leadership Team, (ILT) will provide ongoing researched based professional development for teachers and staff through various activities including modeling effective instructional practices, instructional protocols, teaching strategies and co teaching.	Donna Bourne, Dean of Students	05/01/2026		

	[A 2.2.4] Improving student achievement and growth through Parental involvement ** **Oak Forest will provide opportunities for academic enrichment, including parent meetings and trainings for parents to help support students with math at home.	Dr. Hughes, Principal	05/18/2026		
[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** Implementation: Weekly I-ready reports Bi-weekly progress monitoring Effectiveness: Ten percent increase in I-ready growth scores on the weekly reports. Students should score ten percent greater on each bi-weekly monitoring assessment.	**[A 2.3.1] Progress Monitoring** ** **Oak Forest teachers use iReady to progress monitor tier 2 and tier 3 students. This process enables teachers to identify students' skill deficits and provide targeted instruction. Progress monitoring occurs weekly for tier 3 students and every other week for tier 2 students.	M. Rodgers, Interventionist	05/20/2026		
	[A 2.3.2] Improving student achievement and growth through assessment ** **Identifying students needing tier 2 and 3 interventions through a school wide universal screener.	M. Rodgers, Interventionist	05/19/2026		
	[A 2.3.3] Flexible Small Group Instruction ** **Oak Forest Math Teachers conduct small groups to ensure that the needs of all students	Dr. L. Hughes, Principal	05/14/2026		

	including SWD, ED, and EL subgroups are receiving support needed to increase academic achievement. During small groups, teachers differentiate instruction and target math standards that have been identified for reteaching.				
	[A 2.3.4] Blended Learning ** **Oak Forest implements blended learning strategies to support individualized learning needs.	Dr. Hughes, Principal	05/19/2026		

[G 3] Chronic Absence
By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure
Oak Forest will reduce the chronic absenteeism rate from 24.1% in SY 2024 to 12 % in 2025-2026.

PowerSchool Attendance

20-day Attendance Reports

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports ** **Oak Forest will implement targeted interventions and support programs; and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** ** ****Implementation** * 20 day attendance report using the Power Bi app * Weekly Incentives and parent contact Logs * Weekly Attendance meeting minutes and SART data using Power Bi **Effectiveness**	**[A 3.1.1] Attendance Incentives** ** **Oak Forest provides incentives for students who meet attendance expectations.	D. Bourne, Dean of Students	05/21/2026		

* Chronic absenteeism will be reduced by at least 5% each 20-day period according to the COME to WIN attendance reports using Power Bi * Attendance team will make positive contact with at least 90% of parents of high- risk students weekly using parent contact log. * 95% of the members of the attendance team will meet weekly to analyze trends and identify chronically absent students.					
	[A 3.1.2] IB PYP Assemblies ** **Oak Forest schedules, organizes, and conducts monthly IB PYP (Primary Years Programme) assemblies to reinforce positive behaviors, the importance of attending school, and IB Learner Profile Attributes. The assemblies also include cultural celebrations to recognize our diverse student population. All students attend the assemblies, and selected students receive awards for displaying IB attributes. Parents are invited to attend these assemblies. Assemblies are held on the last Thursday of every month.	T. Brooks, PLC Coach	05/07/2026		
	[A 3.1.3] Kid's Talk ** **Oak Forest conducts Kids Talk, a program to reinforce school expectations each morning. Kids Talk announcers are selected to lead the pledge, review school expectations, and communicate the school's mission, motto- Remember Ned (Never Give Up. Encourage Each Other, Do Your Best.) In addition, students from every homeroom have the opportunity to speak about an IB learner profile attributes and attitudes. This reinforces positive behaviors, attendance, and IB standards and practices.	T. Brooks, PLC Coach	05/22/2026		
	[A 3.1.4] SART Meetings ** **Oak Forest meets with parents to discuss and put in place strategies that will improve student attendance. Meetings are scheduled based on district requirements.	K., Jessee	05/15/2026		

	[A 3.1.5] IB Golden Tickets ** **Oak Forest uses an International Baccalaureate (IB) Golden Ticket to recognize students who display the IB learner profile attributes All faculty and staff members are able to nominate students for showing attributes such as caring open mindedness risk-taking, and knowledgeable. Each week names are called over the intercom to recognize the student and the attribute he/she displayed. Names written on golden tickets are placed on a school bulletin board This action step reinforces school expectations and IB program standards and practices.	K., Jessee	05/22/2026		
	[A 3.1.6] Improving student attendance through incentives ** **Oak Forest will offer attendance incentives to students on a weekly, 20 day, quarterly and yearly basis.	D. Bourne, Dean of Students	05/20/2026		
	[A 3.1.7] Improving student achievement and growth through Attendance Team Meetings ** **Oak Forest holds weekly attendance team meetings to analyze attendance data, identify chronically absent students and trends and develop strategies to improve the rate of chronically absent students. Members of the team are assigned a caseload of students each week in which they do check ins with students and contact parents to determine if support is needed.	D. Bourne, Dean of Students	05/18/2026		
[S 3.2] Professional Development ** ** ** **Provide professional development for teachers on Curriculum, engagement and pedagogy ensuring all students receive a guaranteed curriculum that uses High Impact Strategies to increase the percentage of students who are proficient while decreasing chronic absenteeism. ** **	**[A 3.2.1] Chronic absenteeism Data analysis** ** **Oak Forest ensures that all teachers know and understand the chronic absenteeism data and the strategies to decrease chronic absenteeism percentages. Teachers participate in developing strategies during RTI2B Meetings.	K. Jessee, School Counselor	05/05/2026		

** ** **Benchmark Indicator** ** ****Implementation** * Quarterly Parent Meetings (agenda & sign-in sheets) * Weekly attendance team Meetings using Power Bi data (agendas & sign-in sheets) **Effectiveness** * Chronic absenteeism among high-risk students will decrease 10% weekly according to PowerBI after parent training held. * Student chronic absenteeism will decrease 80% quarterly according to PowerBIi data after parent SART meeting held.					
	[A 3.2.2] Improving student achievement and growth and attendance through parent meetings. ** **Oak Forest will hold meetings with parents of students with chronic absenteeism to explain the importance of school attendance and consequences for both students and parents pertaining to absenteeism.	K, Jessee, School Counselor	05/13/2026		
[S 3.3] Parent, Family, and Community Engagement ** **Oak Forest will promote effective parent, family and community engagement activities that support safe schools which will improve student attendance and behavior. ** ** ** ** **Benchmark Indicator** ** ****Implementation**	**[A 3.3.1] Parent survey** ** **Oak Forest conducts a Parent Needs Assessment to develop a parent training schedule. Parents are given a survey and they are asked to select the training they feel would be most beneficial. After the results are tallied. The training calendar is communicated to all parents. Flyers are posted on the school website, school Facebook page and Class Dojo before each training.	K, Jessee, School Counselor	02/19/2026		

* Quarterly Parent Meetings/Events (agendas & sign-in sheets) * Bi yearly Parent Conferences (sign-in sheets) * Weekly Parent/ Community Communication using Class Dojo, Flyers, Social Media, and school website **Effectiveness** * Chronic absenteeism among high-risk students will decrease 10% quarterly according to PowerBI after parent training held. * At least 95% of parents will be informed weekly of school meetings/events through Class Dojo, flyers, social media and website * At least 50% attendance at parent meetings and 90% of Parent feedback form received from bi-yearly parent conferences.					
	[A 3.3.2] Parent meetings Oak Forest conducts parent meetings to offer tips, strategies and knowledge about attendance, academics, and social emotional learning and skills. Specifically, the topics include Envision math support, homework strategies, test taking tips, the importance of attendance, behavioral expectations, bully prevention, and RTI2B overview. These sessions are scheduled throughout the school year at flexible times. Translation support is offered for our ESL parents.	K, Jessee, School Counselor	04/01/2026		
	[A 3.3.3] ESL Parent Meetings ** **Oak Forest, ESL Teachers and the Bilingual Cultural Mentor conduct ESL parent meetings to give non-English speaking parents information about school and student expectations. The importance of attendance, ESL services, the curriculum. And how they can help their children	T. Newell, ESL teacher, H. Partee, ESL teacher	03/20/2026		

	succeed. Meetings are scheduled each semester as requested by parents.				
	[A 3.3.4] Family Data Night ** **Oak Forest conducts Family Data Night each semester to ensure that parents understand measures used to determine student achievement.	Dr. Hughes, Principal	03/06/2026		
	[A 3.3.5] Curriculum nights ** **Oak Forest conducts curriculum nights to inform parents of the academic expectations, give them strategies to help their children with homework, and remove academic barriers that may contribute to chronic absenteeism. During these events, teachers prepare activities that give parents hands on experience with curriculum. Parents and their children work together to solve real world problems, and students are given the opportunity to teach their parents curriculum nights, build capacity and strengthen the learning community.	Dr. Hughes, Principalst	02/13/2026		