

Perea Elementary School Annual Plan (2021 - 2022)

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[G 1] Early Literacy

Perea Elementary will increase Early Literacy by increasing the number of students from 32% in 2020 on or above grade level to 60% in 2022 on or above grade level.

Performance Measure

I-Ready Assessment/MClass Formative Assessment: 60% on track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Implement 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.</p> <p>Benchmark Indicator Benchmark Indicator Students should perform at or above the 65% on MClass Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. weekly classroom observations and will provide teachers actionable feedback to gauge the implementation of standard aligned instruction. Quarterly review of Team observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 1.1.1] Provide Curriculum Maps Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers and instructional assistants with guidance as to which modules and units should be taught during the school year. Academic coaches and principal will develop scope and sequences to guide pacing with the curriculum.</p>	<p>Academic Coaches: Samantha Josey and Tanya Dent; Instructional Assistants: Green, Anderson, Plummer, and Wright</p>	<p>05/20/2022</p>	<p>Title 1: Green, Walker, Anderson, Plummer, and Wright</p>	
	<p>[A 1.1.2] Implement TEM and IPG observations Utilize formal (TEM rubric) and informal (Instructional Practice Guides or IPGs) observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidence-based strategies are used to address varying student needs. All observations</p>	<p>Coaches: Josey and Dent; Instructional Assistants: Green, Anderson,</p>	<p>05/20/2022</p>	<p>Title 1: Green, Anderson, Plummer, and Wright</p>	

	will be tracked in a program called Whetstone which will allow all instructional assistants to identify trends in feedback for professional development purposes.	Plummer, and Wright			
<p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Weekly classroom observations from Academic Coaches 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. Academic Coaching meetings are conducted twice each month with required 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. Quarterly district-level PD sessions for volunteers 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.</p>	<p>[A 1.2.1] Provide Teachers Tools for Teaching Teachers receive monthly professional development on how to explicitly teach concepts that are identified as problem area for during the iReady assessments. These concepts will also be highlighted in the pacing guides.</p>	Josey, Dent, and Ussery	05/21/2021		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] Identify Students In Need Academic coaches will work with teachers to identify students in need of additional learning opportunities during the school year and during the</p>	Coaches: Dent and Josey, Interventionist: Walker	06/05/2020		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>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 (Illuminate Fastbridge) 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 opportunity and the impact on student learning and content delivery.</p>	<p>summer. Student names will be turned over to one of the interventionist for additional work on necessary concepts.</p>				
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[G 2] Mathematics
Perea will improve on-track/mastery percentages for grade 2 from 34% in 2019 to 38% in 2022; 3-5 from 34.1% in 2019 to 38.2% in 2022; grades 6-8 from 22.2% in 2019 to 27.1 in 2022; grades 9-12 from 12.7% in 2019 to 18.2% in 2022.

Performance Measure
TCAPIReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Implement 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.</p> <p>Benchmark Indicator</p>	<p>[A 2.1.1] Implement TEM and IPG observations Utilize formal (TEM rubric) and informal (Instructional Practice Guides or IPGs) observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidence-based strategies are used to address varying student needs. All observations will be tracked in a program called Whetstone which will allow all instructional assistants to identify trends in feedback for professional development purposes.</p>	<p>Coaches: Josey and Dent; Instructional Assistants: Green, Anderson, Plummer, and Wright</p>	<p>05/20/2022</p>	<p>Title 1: Green, Anderson, Plummer, and Wright</p>	

<p>Students should perform at or above the 65% on iReady Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Weekly classroom observations and will provide teachers actionable feedback to gauge the implementation of standard aligned instruction. Quarterly review of Team observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<p>[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.</p> <p>Benchmark Indicator Weekly classroom observations from Academic Coaches 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. Academic Coaching meetings are conducted twice each month with required 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's grade level Math 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</p>	<p>[A 2.2.1] Provide Teachers Tools for Teaching Teachers receive monthly professional development on how to explicitly teach concepts that are identified as problem area for during the iReady assessments. These concepts will also be highlighted in the pacing guides.</p>	<p>Josey, Dent, and Ussery</p>	<p>05/05/2021</p>		

ensure collegial support is assigned to each new hire.					
<p>[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.</p> <p>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 (Illuminate Fastbridge) 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 opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Identify Students In Need Academic coaches will work with teachers to identify students in need of additional learning opportunities during the school year and during the summer. Student names will be turned over to one of the interventionist for additional work on necessary concepts.</p>	Coaches: Dent and Josey, Interventionist: Walker	06/05/2020		

[G 3] Safe and Healthy Students
Shelby County Schools will reduce the percentage of chronically absent students from 18.4% in 2019 to 17.3% in 2022.

Performance Measure
Power BI dataPowerSchool dataSART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] Hire Staff and Implement Procedures to Reduce COS Hiring new staff to improve the record collection and the follow-up with families. The Chief operating Officer will oversee staff in the records office to ensure the proper monitoring is taking place.</p>	Casey and Douglas	05/21/2021		

<p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeismMonitor 20 day reports to assess the impact of suspensions on daily attendance.Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>Family Engagement Coordinator will communicate with parents pertaining to any truancy concerns.</p>				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and/or prior to professional development session.Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</p>	<p>[A 3.2.1] Implement a system of accountability Implement a system of accountability through monitoring and record keeping. The staff will work the best practices for monitoring truancy issues and keeping the parents engaged.</p>	<p>Casey and Douglas</p>	<p>05/22/2022</p>		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.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</p>	<p>[A 3.3.1] Build family relationships Family Engagement Coordinator will build relationships with parents beginning with a dedicated parents only orientation. From there she will form a Parent Advisory Board with parents interested in serving on this committee. They will communicate with the parent community as a whole through the parent square app to notify parents of all events hosted by Perea.</p>	<p>Douglas</p>	<p>06/05/2020</p>	<p>Title 1</p>	

collaboration efforts on district level topics through
monthly parent surveys.

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