Perea Elementary School Annual Plan (2023 - 2024)

Last Modified at Aug 31, 2023 10:15 AM CDT

[G 1] Reading/Language Arts
Perea Elementary School will increase ELA on-track and mastery proficiency rates in all grades from 18.8 % in 2023 to 29% in 2024.

Performance Measure
* TCAP Assessment
* Formative Assessment using Case 21

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 able to compete with the highest percentile students in the state and country. **Benchmark Indicator** * TNReady scores * Measures of progress, including growth on iReady and mCLASS * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum * Success on assessments included within rigorous, standards-based curricula * Student self-report (survey responses) that they get to be creative and develop their own ideas * Student work products that demonstrate higher-order thinking	**[A 1.1.1] Staff implementation of core curricula and its alignment with anchor standards** Staff implementation of core curricula relative to ELA includes standard-aligned planning to support both Leveled Literacy and Shared Reading components, which serve as key parts of the Perea vision. To support attainment of the academic goals for students, emphasis is placed on all students becoming fluent readers with a firm mastery of word reading skills by the end of 2nd grade. Moreover, the Leveled Literacy component focuses on data-driven instruction with an emphasis on a specific word reading skill gap which are supported daily through teacher-led small group instruction. Additionally, students are placed in groups that are tiered in grades 2-4 which are also supported by instructional assistants, who employ the use of additional resources geared to support students' foundational reading capacity through the science of reading which is embedded in the extension activities from Heggerty and Fundations.	School Leader-Tia James	08/07/2023	Title I TISA ESSER 3	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders, and district advisors on articulating the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-for, students' skill set, and students' proficient reading level of grade-supported texts. **Benchmark Indicator** * Daily classroom observations and follow-up	**[A 1.2.1] Establish a "data literacy" culture through full staff professional learning** * Establish grade level and content area PLSs to conduct inquiry based on gathered data * Provide ongoing support in the analysis of data and implications for instruction * Form a partnership with iReady as a platform for gathering interim assessment data * Create short cycle assessments for ELA * Establish coach/teaching one-to-one meetings to support their analysis of data and plan instructional	School Leader-Tia James	08/07/2023	Title I TISA ESSER 3	

feedback, with established core actions, which are aligned to the school's TEAM rubric provide the data needed to identify trends in teachers' ability to effectively implement the instructional shifts outlined in the rubric while also providing a gauge for implementation of standard-aligned instruction to plan professional development support. * School Leadership & Peer Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and School Mint for standard-aligned core instructional implementation with fidelity at 2 per teacher per semester to provide individualized professional learning support. * Vertical Team Planning is scheduled twice monthly at 100% attendance to ensure school leaders and teacher exemplars are gaining and sharing best practices, content knowledge, while also receiving content support and resources through collaboration. * Monthly meetings facilitated by MSCS Office of Charter Schools support content lead teachers, instructional coaches, and administrators with targeted feedback and training, geared to result in observably more effective daily instructional practices. * PD sessions for volunteers and parents to learn effective strategies to help students reach the established ELA goal are facilitated throughout each reporting quarter by Perea's Family Engagement Team. * New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentors are assigned to novice staff and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.	adaptations based on it - Ongoing				
[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** * TNReady scores	**[A 1.3.1] Identify staff to work with particular grade bands and provide training in intervention modules/programs** Training of selected intervention specialists in programs to be implemented. Identification and selection of staff to serve as intervention specialists in reading and math across all grade levels. The timeline to provide training is Fall/Winter 2023 and ongoing.	School Leader- Tia James	08/07/2023	Title I ESSER 3 TISA	

* Measures of progress, including growth on iReady and mCLASS * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum * Success on assessments included within rigorous, standards-based curricula * Student self-report (survey responses) that they get to be creative and develop their own ideas * Student work products that demonstrate higher-order thinking					
	[A 1.3.2] Create cycles of inquiry, with robust diagnostics, to monitor for progress of all target students Creation of assessment Calendar, develop cycles of inquiry among PLC's to shape practices, and target interventions, and progress monitoring of intervention services, including timely reports to MSCS and our Board of Trustees. The anticipated outputs are data analysis. The timeline is ongoing.	School Leader-Tia James	08/07/2023	Title I ESSER 3 TISA	
	[A 1.3.3] Retention Bonus Staff bonuses are given at the EoY and BoY to retain high-quality academic staff in a difficult environment as a result of the pandemic.	School Leader-Tia James	05/24/2024	Title I ESSER 3 TISA	
	[A 1.3.4] Teacher Stipends Grade-level leads coach and collaborate with peers on improving instructional strategies for maximum academic outcomes, growth and mitigation of learning-loss.	School Leader-Tia James	05/24/2024	Title I ESSER 3 TISA	
[S 1.4] Updated and Functional Technology for All Students Year over year, technology advancements require schools to continually update technology. The availability of technology and connectivity play an integral role in student learning. Our teachers create and implement , lesson plans, and these plans require students to have access to both the technology and connectivity to work throughout and beyond the school day. Students are gaining the skills necessary to be successful and competitive with their peers across the state and the country. **Benchmark Indicator** * IT Inventory Management Report: 1:1 ratio of functioning and relevant technology.	**[A 1.4.1] Procurement of Tech Needs** The Director of IT will work with vendors and partners to ensure that all current student facing IT equipment is relevant to student achievement and growth. Through our funding sources, defined below, we will ensure this need is met.	Director of IT-Renicka Deener	11/10/2023	Title I TISA ESSER 3	

[G 2] Mathematics

Perea Elementary School will increase Mathematics on-track and mastery proficiency rates in all grades from 10.6 % in 2023 to 21% in 2024.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using Case 21

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** * TNReady scores * Measures of progress, including growth on iReady and mCLASS * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum * Success on assessments included within rigorous, standards-based curricula * Student self-report (survey responses) that they get to be creative and develop their own ideas * Student work products that demonstrate higher-order thinking	**[A 2.1.1] Staff implementation of core curricula and its alignment with state standards** Staff implementation of core curricula relative to Mathematics includes standard-aligned planning to support students' initial introduction and conceptual understanding. Furthermore, to support attainment of the academic goals for students, emphasis is placed on all students progress towards "on track" and "mastery". Math Expressions was previously selected to replace Eureka math curriculum to support the strong emphasis on math vocabulary, while developing deep conceptual understanding, whereby allowing students to practice, apply, and discuss what they know with skill and confidence. Additionally, Perea has elected to also supplement math instruction for grades 2-5 through the use of iReady Math which supports the focus on standard aligned instruction and data-informed small group instruction.	School Leader-Tia James	08/07/2023	Title I TISA ESSER 3	
[S 2.2] 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 of standard look-for, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** * Daily classroom observations and follow-up	**[A 2.2.1] Training in gathering, analysis, and use of data to drive instruction** Initial training for new admin and staff in gathering and analyzing data to drive instruction. Ongoing training of admin and staff in gathering and analyzing data to drive instruction. This will result in a demonstrable use of data in lesson planning, grouping of students, and interventions. This will be ongoing.	School Leader-Tia James Director of Curriculum & Instruction-Cheronda Thompson Instructional Coach-Amanda Maxwell	08/07/2023	Title I ESSER 3 TISA	

feedback, with established core actions, which are aligned to the school's TEAM rubric provide the data needed to identify trends in teachers' ability to effectively implement the instructional shifts outlined in the rubric while also providing a gauge for implementation of standard-aligned instruction to plan professional development support. * School Leadership & Peer Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and School Mint for standard-aligned core instructional implementation with fidelity at 2 per teacher per semester to provide individualized professional learning support. * Vertical Team Planning is scheduled twice monthly at 100% attendance to ensure school leaders and teacher exemplars are gaining and sharing best practices, content knowledge, while also receiving content support and resources through collaboration. * Monthly meetings facilitated by MSCS Office of Charter Schools support content lead teachers, instructional coaches, and administrators with targeted feedback and training, geared to result in observably more effective daily instructional practices. * PD sessions for volunteers and parents to learn effective strategies to help students reach the established ELA goal are facilitated throughout each reporting quarter by Perea's Family Engagement Team. * New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentors are assigned to novice staff and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[A 2.2.2] Impact of Learning Loss on Student Academic Performance Staff will participate in small group, 1:1, and leadership team coaching to develop agency and awareness on research-based practices to utilize in the classroom as students address learning loss. Due to the learning loss, Perea has adopted the "one-size does not fit all" model. This means:	Executive Director- Dr. Robert Davis III	05/24/2024	Title I TISA ESSER 3	

	* Maintaining a flexible learning environment, where students are able to get intervention and differentiated supports * Using instructional methods that center customization, so that each student is being met with the level of rigor s/he needs * Identifying and teaching to each student's individual learning needs and styles * Incorporating student choice so that instruction matches students' individual interests * Providing tiers of support that allow for all students to thrive in the school environment, including the Bridge program.				
[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** * TNReady scores * Measures of progress, including growth on iReady and mCLASS * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum * Success on assessments included within rigorous, standards-based curricula * Student self-report (survey responses) that they get to be creative and develop their own ideas * Student work products that demonstrate higher-order thinking	**[A 2.3.1] PLCs for the proper use of data, the use of protocols for looking at student work, for establishing inter-rater reliability and for sharing best practices.** Use of protocols for analyzing data, student work, inter-rater reliability, lesson study, etc.; will continue during summer learning (stipends and supplies will be needed for appropriate intervention); IAs will provide small group instruction will be used to be intentional with intervention delivery caused by learning loss during the pandemic; T = Teacher, IA = Instructional Assistant	Deputy Director of Induction and Academic Support- Arby Martin	03/08/2024	Title I TISA ESSER 3	
[S 2.4] Updated and Functional Technology for All Students Year over year, technology advancements require schools to continually update technology. The availability of technology and connectivity play an integral role in student learning. Our teachers create and implement , lesson plans, and these plans require students to have access to both the technology and connectivity to work throughout and beyond the school day. Students are gaining the skills necessary to be successful and competitive with their peers across the state and the country.	**[A 2.4.1] Procurement of Tech Needs** The Director of IT will work with vendors and partners to ensure that all current student facing IT equipment is relevant to student achievement and growth. Through our funding sources, defined below, we will ensure this need is met.	Director of IT- Renicka Deener	11/10/2023	Title I ESSER 3 TISA	

| Benchmark Indicator
* IT Inventory Management Report: 1:1 ratio of functioning and relevant technology. | | | | | |

[G 3] Safe and Healthy Students
Perea Elementary will increase attendance rate from 87% (SY23) to 96% (SY24).

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

* PowerSchool Data
* PowerBI Data
* EIS

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 needs and provide appropriate student supports to increase student attendance. **Benchmark Indicator** * Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. * Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. * Monitoring students who have been identified as needing additional support(i.e. Homeless, foster care, student involved in RTIB programs, truancy supports and progressive discipline supports).	**[A 3.1.1] Continuation of robust attendance plan** A new attendance plan has been implemented to identify attendance trends and patterns that could lead to chronic absenteeism; this plan is proactive to curb potential behaviors and provide supports to improve student attendance. 1- SEL Clinician, 1- Office admin, 1- Family Engagement Coordinator	School Leader- Tia James	05/24/2024	Title I TISA ESSER 3	
	[A 3.1.2] Integrated physical activity During PE classes, students will develop, create and explore physical activity to increase motor skills improve health outcomes, and release tensions to support their mental health. Additional physical activity will be offered to students who are receiving treatments by SEL Clinicians to support	PE Teacher- Cameron Toone; Director of SEL- Perpetual Finn	05/24/2024	Title I TISA ESSER 3	

	regulatory techniques for improved behavior.				
[S 3.2] Professional Development Provide professional development for teachers, administrators, instructional leaders, and district advisors to focus on changing instructional practices that improve student attendance and behavior, positively impacting student achievement. **Benchmark Indicator** * Student discipline and attendance reports 20-day reporting cycle will be used to measure the impact of changed practices due to professional development. * Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. * Quarterly Reports will be shared school-wide.	**[A 3.2.1] Create student data portfolios** Create data portfolio format, and establish data tracking portfolio for tiered student support review of student progress. The anticipated output will be evidence of the use of portfolios in conferencing, RTI services, personalized learning, etc.	Director of Curriculm & Instruction- Cheronda Thompson; Director of Family Enganement- Ursula Thomas; Director of IT- Renicka Deener	10/06/2023	Title I ESSER 3 TISA	
[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 behaviors that are associated with absenteeism. **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 collaboration efforts through monthly parent surveys. * Conduct a semi-annual adopter survey to monitor their impact on students' success through their contributions to resources and time.	**[A 3.3.1] Family Advisory Board** Family Advisory Board's mission is to serve as an active forum, strengthening communications and involvement between school staff, district staff, students, families, and the community to achieve excellence. They sponsor different activities and fundraisers throughout the year. Each classroom will have two family Representatives who will communicate important information to the other families. F.A.B. meets every month.	Director of Family Engagement- Ursula Thomas; School Leader- Tia James; Executive Director- Dr. Robert Davis III; Director of SEL- Perpetual Finn	05/24/2024	Title I ESSER 3 TISA	
	[A 3.3.2] Workshops The Schools of Perea offers many different workshops and training to strengthen the home-school connection. Workshops and training	Director of Family Engagement- Ursula Thomas	05/24/2024	Title I ESSER 3	

| | strengthen learning at home and enhance families' knowledge and skill set. Training focuses on many different opportunities, such as growth mindset, financial literacy, trauma-informed parenting, and other social-emotional topics. Workshops are usually 60 minutes and held in the mornings after arrival, during lunch, or in the evenings. The goal is to offer many varieties to be able to reach as many families as possible. | | | TISA | |

[G 4] Early Literacy

Perea's early learners will be engaged for the 2023-24 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.

Performance Measure

* By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment.
* KK-2 students will achieve Success criteria relative to the grade by the following:
+ (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.
+ (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.
+ (c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, iReady with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

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. **Benchmark Indicator** * Daily classroom observations and follow-up feedback, with established core actions, which are aligned to the school's TEAM rubric provide the data needed to identify trends in teachers' ability to effectively implement the instructional shifts outlined in the rubric while also providing a gauge for implementation of standard-aligned instruction to plan professional development support. * School Leadership & Peer Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and School Mint for standard-aligned core instructional implementation with fidelity at 2 per teacher per semester to provide individualized	**[A 4.1.1] Establish a "data literacy" culture through full staff professional learning** * Establish grade level and content area PLSs to conduct inquiry based on gathered data * Provide ongoing support in the analysis of data and implications for instruction * Form a partnership with iReady as a platform for gathering interim assessment data * Create short cycle assessments for ELA * Establish coach/teaching one-to-one meetings to support their analysis of data and plan instructional adaptations based on it - Ongoing	School Leader-Tia James	08/07/2023	Title I ESSER 3 TISA	

professional learning support. * Vertical Team Planning is scheduled twice monthly at 100% attendance to ensure school leaders and teacher exemplars are gaining and sharing best practices, content knowledge, while also receiving content support and resources through collaboration. * Monthly meetings facilitated by MSCS Office of Charter Schools support content lead teachers, instructional coaches, and administrators with targeted feedback and training, geared to result in observably more effective daily instructional practices. * PD sessions for volunteers and parents to learn effective strategies to help students reach the established ELA goal are facilitated throughout each reporting quarter by Perea's Family Engagement Team. * New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentors are assigned to novice staff and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
[S 4.2] Leveled Literacy Blocks Leveled Literacy is a 80-minute block of the day where students in grades 2-5, otherwise in heterogeneously grouped homerooms, switch classrooms to be in tiered groups by reading level, to get data-driven small group reading instruction focused on their word-reading gaps. In K-1, students remain in their homerooms but follow the same structures. The 80-minute block begins with a 20-minute Fundations phonics lesson. For the remaining hour, students are placed into three small groups within their tier identified by mCLASS as their Instructional Groups. The hour is broken into three 20-minute rotations. **Benchmark Indicator** * Measures of progress, including growth on iReady and mCLASS * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum * Success on assessments included within	**[A 4.2.1] Creating Teacher Station** * Data-Driven Reading Instruction + Geodes (K-2) or Benchmark Advance (3-5) instruction + Students should be doing bulk of the reading, with teacher listening and providing 1:1 feedback + Focus is on the skill gap identified for the group in the mCLASS Instruction tab– word-reading/decoding focus until students are reading fluently, then shift to comprehension + Teachers should use the mCLASS progress monitoring tool regularly with all small groups so that the Instruction tab can adjust to focus on the most current skill gaps.	School Leader - Tia James	05/24/2024	Title I ESSER 3 TISA	

rigorous, standards-based curricula * Student self-report (survey responses) that they get to be creative and develop their own ideas * Student work products that demonstrate higher-order thinking					
	[A 4.2.2] Creating Instructional Assistant Station (Phonemic Awareness & Encoding Instruction) * 10 min: Heggerty lesson (phonemic awareness) * 10 min: Fundations dictation lesson (encoding)	School Leader James	05/24/2024	Title I ESSER 3 TISA	
	[A 4.2.3] Creating Independent Stations * Students are either working on laptops or in packets on work that supplements the skills introduced at other stations but that can be done entirely independently, without any teacher support/need for teacher directions * In Tier 1 groups, this station may be a space to allow for student voice/choice with more creative tasks (i.e. extension activities from Geodes/Wit & Wisdom)	School Leader-Tia James	05/24/2024	Title I ESSER 3 TISA	