

Perea Elementary School Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Perea Elementary School will increase ELA meeting or exceeding expectations proficiency rates in all grades 3-5 from 27.2% in 2023-2024 to 35% in 2025.

Performance Measure

* TCAP Assessment to at least 35% on-track and mastery

* Formative Assessment using Case Predictive

+ Grade 3- 30% on-track and mastery

+ Grade 4- 50% on-track and mastery

+ Grade 5- 30% on-track and mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>[A 1.1.1] Staff implementation of core curricula and its alignment with anchor standards **Staff implementation of core curricula and its alignment with anchor standards**</p> <p>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'</p>	<p>Principal-Tia James; RTI Coordinator-Margo Kerr; 5th Grade ELA Teacher Practice Champion- M. Everret</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 33% of core content area teachers demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p> <p>* Quarterly TEM Evaluations * Weekly Analysis of Student Work</p>	<p>foundational reading capacity through the science of reading which is embedded in the extension activities from Ditto and Reading Horizons.</p>				
	<p>[A 1.1.2] Monthly Professional Development Teachers meet monthly to engage in discussions and new development that will help with teaching the science of reading. This allows the administration team to provide individualized support to core teachers and share best classroom practices which will result in improvement in all areas, which a specific focus on increasing early literacy outcome.</p>	<p>School Principal- Tia James; RTI Interventionist - Margo Kerr</p>	<p>05/13/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 1.1.3] Quarterly TEM evaluations Teachers will be evaluated on a quarterly basis using the TEM rubric. This evaluation process will give teachers actionable feedback that will help increase their teaching capacity and the success for all of our students.</p>	<p>School Principal- Tia James; Deputy Director- Arby Martin</p>	<p>04/30/2025</p>	<p>Title 1 TISA</p>	
<p>[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</p>	<p>[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</p>	<p>School Principal-Tia James; RTI Interventionist- Margo Kerr</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

<p>of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the school with data 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.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Schoolmint) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Teacher Practice Champion meetings are conducted twice each month at 85% 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.</p> <p>Teacher Practice Champions sessions are facilitated monthly by our Leadership Director at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are</p>	<ul style="list-style-type: none"> * Academic Coach to 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 				
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<p>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 1.2.2] Weekly Collaborative Planning/Coaching Collaborative planning 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.</p>	<p>School Principal- Tia James; RTI Interventionist- Margo Kerr; Kindergarten Teacher Practice Champion- C. Brown; 5th grade Teacher Practice Champion- M. Everret</p>	<p>05/13/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 1.2.3] Quarterly Data Anylasis 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</p>	<p>School Principal- Tia James, RTI Interventionist- Margo Kerr; Kindergarten Teacher Practice Champion- C. Brown; 5th grade Teacher Practice Champion- M. Everret</p>	<p>05/16/2025</p>	<p>Title 1 TISA</p>	
<p>[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.</p> <p>Benchmark Indicator</p>	<p>[A 1.3.1] Identify staff to work with particular grade bands and provide training in intervention modules/programs Training of selected reading 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 2024 and ongoing.</p>	<p>School Principal- Tia James</p>	<p>05/15/2025</p>	<p>Title I TISA</p>	

<p>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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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 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.</p>	School Principal- Tia James	04/04/2025	Title 1 TISA	
	<p>[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.</p>	School Principal- Tia James	05/23/2025	Title 1 TISA	
	<p>[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.</p>	School Principal- Tia James	05/23/2025	Title 1 TISA	
	<p>[A 1.3.5] 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</p>	IT Coordinator- Renicka Deener	05/16/2025	Title 1 TISA	

	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.				
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[G 2] Mathematics

Perea Elementary School will improve meeting or exceeding expectation percentages in all grades 3-5 from 23.8% in 2023-2024 to 32% in 2025.

Performance Measure

* TNReady Assessment on-track and mastery at or above 32%

* Formative Assessment using Case Predictive

+ Grade 3- 20%

+ Grade 4- 50%

+ Grade 5- 20%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to</p>	<p>[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.</p>	School Principal- Tia James; RTI Interventionist- Margo Kerr; 3rd Grade Math Teacher Practice Champion- K. Quinney	05/23/2025	Title 1 TISA	

<p>determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Monthly Professional Development Teachers meet monthly to engage in discussions and new development of the math curriculum that will help teach the conceptual understanding of the math content. This allows the administration team to provide individualized support to core teachers and share best classroom practices which will result in improvement in all areas, which a specific focus on increasing math outcome.</p>	<p>School Principal- Tia James; RTI Interventionist Margo Kerr</p>	<p>04/30/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 2.1.3] Quarterly TEM evaluations Teachers will be evaluated on a quarterly basis using the TEM rubric. This evaluation process will give teachers actionable feedback that will help increase their teaching capacity and the success for all of our students.</p>	<p>School Principal- Tia James; RTI Interventionist- Margo Kerr; Deputy Director- Arby Martin</p>	<p>04/30/2025</p>	<p>Title 1 TISA</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>[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,</p>	<p>School Principal-Tia James; RTI Interventionist- Margo Kerr; 3rd Grade Teacher Practice</p>	<p>05/02/2025</p>	<p>Title 1 TISA</p>	

<p>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data 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.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% 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.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to ensure collegial support is assigned to each new hire.</p>	<p>grouping of students, and interventions. This will be ongoing.</p>	<p>Champion- K. Quinney</p>			
	<p>[A 2.2.2] Impact of Learning Loss on Student Academic Performance Staff will participate in small group, 1:1, and</p>	<p>School Leader- Tia James; RTI Interventionist-</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

	<p>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.</p> <p>This means:</p> <ul style="list-style-type: none"> * 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. 	<p>Margo Kerr; Dr. G. Pearson- Transitional Coordinator</p>			
	<p>[A 2.2.3] Weekly Collaborative Planning Collaborative planning 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.</p>	<p>School Principal- Tia James; RTI Interventionist- Margo Kerr; Kindergarten Teacher Practice Champion- C. Brown; 3rd grade Teacher Practice Champion- K. Quinney</p>	<p>05/16/2025</p>	<p>Title 1 TISA</p>	

<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>** **</p> <p>** **</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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance.</p> <p>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] Collaborative planning 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</p>	<p>School Principal- Tia James; RTI Coordinator- Margo Kerr</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 2.3.2] 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.</p>	<p>IT Coordinator- Renicka Deener</p>	<p>05/16/2025</p>	<p>Title 1 TISA</p>	

	<p>[A 2.3.3] Create cycles of inquiry, with robust diagnostics, to monitor for progress of all target students</p> <p>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.</p>	School Principal- Tia James	05/02/2025	Title 1 TISA	
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[G 3] Safe and Healthy Students

Perea Elementary will maintain at least a 8**%** progressive discipline rate in SY2024-25, from 10**%** in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports) with an attendance rate of at least 90% for the SY24.25 school year.

Performance Measure

Interventions and supports will be measured using the following:

PowerSchool Data supporting at least 95% attendance for all grades

PowerBI Data supporting at least 95% attendance for all grades

EIS supporting at least 95% attendance for all grades

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>We will look at students' 20 day discipline reporting period from Powerschool and Power BI to assist in monitoring students behavior and supports to measure if student discipline incidents have been</p>	<p>[A 3.1.1] Continuation of robust attendance plan</p> <p>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 Coach, 1- Office admin, 1- Family Engagement Coordinator</p>	School Principal-Tia James; Director of Family Engagement- U. Thomas; SEL Coordinator- P. Finn; Transitional Coordinator- Dr. G. Pearson	05/23/2025	Title 1 TISA	

<p>reduced by 5%.</p> <p>We will look at students' 20 day attendance reporting period, through Powerschool and Power BI to assist in monitoring students' attendance and support measures aimed at improved student attendance. We will keep a daily chart outside each grade level with a 90% attendance rate.</p> <p>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).</p>					
	<p>[A 3.1.2] Integrated physical activity **[A 3.1.2] Integrated physical activity**</p> <p>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 Coach and Clinicians to support regulatory techniques for improved behavior.</p>	<p>PE- Coach Toone</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 3.1.3] Quarterly Data Anlysis Use of protocols for analyzing data, student attendance and discipline records etc.; Family engagement team will provide professional development and resources to parents and community members who ned help with getting their child to school.</p>	<p>School Principal- Tia James; Director of Family Engagement- U. Thomas; SEL Coordinator- P. Finn</p>	<p>05/02/2025</p>	<p>Title 1 TISA</p>	
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and 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.</p>	<p>[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.</p>	<p>Principal- Tia James; RTI Interventionist- Margo Kerr</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

<p>Benchmark Indicator 20 day reporting period, through Powerschool and Power BI will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. We will keep a daily chart outside each grade level with a 90% attendance rate to measure impact of changed practices.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle with the Family Engagement team to monitor the incidents of data entry errors and attendance reporting with an expectation of 90% or higher.</p> <p>Quarterly Reports will be shared district-wide.</p>					
	<p>[A 3.2.2] Quarterly Attendance Reports every 20 days 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 Coach, 1- Office admin, 1- Family Engagement Coordinator</p> <p>Attendance will be monitored daily and assessed every 20 day period for at least 90% or higher.</p>	<p>School Principal-Tia James; Director of Family Engagement-U. Thomas; SEL Coordinator- P. Finn; Transitional Coordinator- Dr. G. Pearson</p>	<p>05/16/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 3.2.3] Training and Implementation of Reframing Behavior Teachers will engage in an extensive training series on how to effectively deescalate potential behavior concerns in the classroom as first responders. This training will help with having the proper steps in place to redirect inappropriate behavior and restore the relationship with teacher and all staff members. This will also reduce the suspension rate of students that may have challenging behavior.</p>	<p>School Principal- Tia James; Transitional Coordinator- Dr. G. Pearson; SEL Coordinator- P. Finn</p>	<p>05/06/2025</p>	<p>Title 1 TISA</p>	

<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports through Powerschool and Power BI will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. We will keep a daily chart outside each grade level with a 90% attendance rate. at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report through Powerschool and Power BI and its effectiveness aimed at improved student attendance. We will keep a daily chart outside each grade level with a 90% attendance rate.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[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.</p>	<p>Executive Director- Dr. Davis; School Principal- Tia James; Deputy Director- Arby Martin</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 3.3.2] Workshops The Schools of Perea offers many different workshops and training to strengthen the home-school connection. Workshops and training 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</p>	<p>Director of Family Engagement- Ursula Thomas; Principal- Tia James</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

	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.				
	<p>[A 3.3.3] Family Engagement Supplies & Materials</p> <p>We believe that students whose families stay involved have better attendance & get better grades. Family engagement in education is the key to student success, research shows. To ensure that our Family Engagement Director and the families of Perea have adequate tools and resources, we will direct funds towards family engagement supplies and materials.</p>	Director of Family Engagement Ursula Thomas	04/04/2025	Title 1 TISA	

[G 4] Early Literacy

Perea Elementary School will increase early literacy in grades K-2 using I-Ready and M-Class (Amplify) growth scores from 14% to 20% in Kindergarten, from 17% to 25% in first grade, and from 17% to 25% in second grade by May 2025.

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. Students will also increase their growth score by 10% by the end of the school year.

+ (b) 1st grade students must earn 70% or higher in Reading per quarter on Report Card grades. Students will also increase their growth score by 10% by the end of the school year.

+ (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
<p>[S 4.1] Professional Learning</p> <p>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.</p>	<p>[A 4.1.1] Establish a "data literacy" culture through full staff professional learning</p> <p>* Establish grade level and content area PLSs to conduct inquiry based on gathered data</p> <p>* Provide ongoing support in the analysis of data</p>	School Principal- Tia James; RTI Interventionist- Margo Kerr; 5th grade	05/03/2024	Title 1 TISA	

<p>Benchmark Indicator</p> <ul style="list-style-type: none"> * 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 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 	<p>and implications for instruction</p> <ul style="list-style-type: none"> * 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 	<p>Teacher Practice Champion- M. Everret; Kindergarten Teacher Practice Champion- C. Brown</p>			
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<p>and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 4.1.2] Quarterly TEM Evaluations Daily classroom observations and follow-up feedback, with established core actions, which are aligned to the school's TEM 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.</p>	<p>School Principal- Tia James; RTI Interventionist- Margo Kerr</p>	<p>05/16/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 4.1.3] Quarterly Data Anylisis 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</p>	<p>School Principal- Tia James, RTI Interventionist- Margo Kerr; Kindergarten Teacher Practice Champion- C. Brown; 5th grade Teacher Practice Champion- M. Everret</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	
<p>[S 4.2] Foundational 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.</p> <p>The 80-minute block begins with a 20-minute Foundations phonics lesson. For the remaining hour,</p>	<p>[A 4.2.1] Creating Instructional Assistant Station (Phonemic Awareness & Encoding Instruction) * 10 min: Ditto lesson (phonemic awareness) * 10 min: Ditto dictation lesson (encoding)</p>	<p>School Principal- Tia James</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

<p>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.</p> <p>Benchmark Indicator Measures of progress, including growth on iReady and mCLASS on a quarterly basis</p> <ul style="list-style-type: none"> * Mastery of the academic content in the Schools of Perea Vision PK-5 Continuum on a quarterly basis. *Students will increase their I-Ready growth score by 10% to indicate that they are making progress. *There will also be a 5% decrease of targeted Tier 3 students in grades K-2. * Success on assessments included within rigorous, standards-based curricula on a quarterly basis * Student self-report (survey responses) that they get to be creative and develop their own ideas on a quarterly basis * Student work products that demonstrate higher-order thinking on a bi-weekly basis 					
	<p>[A 4.2.2] 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</p> <p>* 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 Ditto/I-Ready)</p>	<p>School Principal- Tia James</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	
	<p>[A 4.2.3] Phonics Clinicians Phonic Clinicians will serve students once a week</p>	<p>School Principal- Tia James</p>	<p>05/23/2025</p>	<p>Title 1 TISA</p>	

	in grades K-5 for 50 minutes using Magnetic Reading and Foundations.				
<p>[S 4.3] Access To Rigorous Curriculum K-2 will build and strengthen the foundational literacy knowledge of classroom teachers and educational assistants through engaging students in a new curriculum that will help support the teaching of Tier 1 instruction of phonics and intervention.</p> <p>Benchmark Indicator Kindergarten students using the new curriculum must master 70% Literacy Skills per quarter on Report Card grades. Students will also increase their I-Ready and M-Class growth score by 10% by the end of the school year.</p> <p>1st grade students using the new curriculum must earn 70% or higher in Reading per quarter on Report Card grades. Students will also increase their I-Ready and M-Class growth score by 10% by the end of the school year.</p>	<p>[A 4.3.1] Implementation of The Curriculum Provide daily access to a rigorous Foundation curriculum that will develop students' deep understanding of phonics, phonemic awareness, fluency, and comprehension that will promote mastery of TN Standards to ensure students are career and college ready.</p>	School Principal- Tia James; RTI Interventionist- Margo Kerr	05/09/2025	Title 1 TISA	
	<p>[A 4.3.2] Establish a "data literacy" culture through full staff professional learning Establish grade level and content area PLSs to conduct inquiry based on gathered data</p> <p>* Academic Coach to provide ongoing support in the analysis of data and implications for instruction</p> <p>* Form a partnership with iReady as a platform for gathering interim assessment data</p> <p>* Create short cycle assessments for ELA</p> <p>* Establish coach/teaching one-to-one meetings to support their analysis of data and plan instructional adaptations based on it - Ongoing</p>	School Principal-Tia James; RTI Interventionist- Margo Kerr	05/16/2025	Title 1 TISA	
	<p>[A 4.3.3] Create cycles of inquiry, with robust diagnostics, to monitor for progress of all target students</p>	School Principal- Tia James	05/02/2025	Title 1 TISA	

	<p>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.</p>				
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