Perea Elementary School Annual Plan (2025 - 2026)

Last Modified at Aug 01, 2025 12:08 PM CDT

[G 1] Academic Achievement and Growth
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.

ELA

By Spring 2026, Perea Elementary will increase ELA met and exceeded rates in grades 3-6 by 10% from 47% to 57%.

Math

By Spring 2026, Perea Elementary will increase ELA met and exceeded rates in grades 3-6 by 10% from 29.1% to 39.1%.

**Early Literacy **

By Spring 2026, KK-2 students will increase iReady scores by at 10% from fall to spring.

Performance Measure
By May 2026, 57% of students in grades 3-6 will score proficient on the ELA TCAP.

By May 2026, 39.1% of students in grades 3-6 will score proficient on the Math TCAP.

Performance will be measured using the following tools:

2025-2026 TnReady Assessment

Quarter Interim Assessments via Mastery Connect with 60% scoring 80% or higher

75% of students score on or above grade level on Spring iReady diagnostic

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,	**[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	Tia James-Principal; Marquesha Everett- ELA	05/29/2026		

strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. School level data shows the following for Fall 2024 Mastery Connect overall data results show overall 35% met plus exceeded in ELA. For Winter 2024 Mastery Connect results show overall 40.4% met plus exceeded in ELA. **Benchmark Indicator** **Benchmark Indicator** Perea 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. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 35% 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. District Walkthrough data will be monitored through the district's PD management system (SchoolMint) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. * Quarterly TEM Evaluations * Weekly Analysis of Student Work	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 Ditto and Reading Horizons.	Instructional Coach; Latosha Shaw- Literacy Coach			
	[A 1.1.2] Professional Development Teachers meet monthly to engage in discussions and new development that will help with teaching the science of reading. This allows the	Tia James- Principal; Marquesha Everett- ELA	05/19/2026		

	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.	Instructional Coach			
	[A 1.1.3] Evaluation 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.	Tia James-Principal; Kim Sanders-Director of Leadership	05/01/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Benchmark IndicatorDaily 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. 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.	**[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 * 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	Marquesha Everett- ELA Instructional Coaches; Tia James-Principal	05/08/2026		

Instructional content coaches team meetings are conducted four times 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. Instructional collaboration sessions are facilitated monthly by our Leadership Director at 85% attendance to support content lead teachers and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.					
	[A 1.2.2] 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.	Marquesha Everett- ELA Instructional Coach; Katryce Quinney- Math Instructional Coach; Latosha Shaw- Literacy Coach	05/01/2026		
	[A 1.2.3] Quarterly Data Analysis Use of protocols for analyzing data, student work, inter-rater reliability, lesson study, etc.; will continue during summer learning (stipends and supplies will	Latosha Shaw- Literacy Coach; Tia James-	05/08/2026		

	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	Principal; Marquesha Everett- ELA Coach; Katryce Quinney- Math Coach			
[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** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I. Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.).	**[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 2025 and ongoing.	Tia James- Principal; Latosha Shaw- Literacy Coach	05/12/2026	Title 1	
	[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.	Tia James- Principal	05/15/2026		

	[A 1.3.3] Teacher Stipends Grade-level leads coach and collaborate with peers on improving instructional strategies for maximum academic outcomes, growth and mitigation of learning-loss.	Tia James-Principal; Marquesha Everett- ELA Coach; Latosha Shaw-Literacy Coach; Katryce Quinney- Math Coach	04/30/2026		
	[A 1.3.4] Technology Advancement 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.	Reneka Deener-Technology Coordinator	05/22/2026	Title 1	
[S 1.4] Early Literacy Perea Elementary School will increase early literacy in grades K-2 using I-Ready and M-Class (Amisweb) growth scores from 20% to 35% in Kindergarten, from 20% to 35% in first grade, and from 20% to 30% in second grade by May 2026. 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** Performance Measure By June 2026, 40% of third grade students score proficient or advanced on the TN Ready assessment.	**[A 1.4.1] 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	Marquesha Everett- ELA Coach; LaTosha Shaw- Literacy Coach	05/22/2026	Title 1	

* 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.Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators. Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers. Teacher and educational assistants' quarterly attendance, expected at 90% or above, will be collected using SchoolMint and review of specialized PD by literacy coach to focus on foundational literacy and to inform future professional learning opportunities.					

	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
	[A 1.4.2] 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 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)	Marquesha Everett- ELA Coach; Latosha Shaw- Literacy Coach	05/15/2026	Title 1	
	[A 1.4.3] 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.	Tia James- Principal; Marquesha Everett- ELA Coach; Latosha Shaw- Literacy Coach	05/15/2026		

[G 2] Safe and Healthy Students

Perea Elementary will maintain at least a 8% progressive discipline rate in SY2025-26, from 10% in SY2024-25 (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 SY25.26 school year.

Performance Measure

Performance MeasureInterventions 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
[S 2.1] Attendance and Behavior Support Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that	**[A 2.1.1] 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 Coach, 1- Office admin, 1- Family Engagement Coordinator	Ursula Thomas- Family Engagement; Allison Whitemore- Family Engagement;	04/24/2026		

cause students to be absent from school the benchmark indicators are: 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 reduced by 5%. 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. 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).		Greg Pearson-Transition Coordinator		
	[A 2.1.2] Quarter Data Analysis of Behavior and Attendance 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.	Ursula Thomas-Family Engagement Specialist; Allison Whitemore-Family Engagement Specialist	05/22/2026	Title 1	
	[A 2.1.3] Parent 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 attendance, behavior, growth mindset, financial literacy, trauma-informed parenting, and other social-emotional topics. Workshops are usually 60 minutes and held in the mornings after arrival,	Ursula Thomas-Family Engagement Specialist; Allison Whitemore-Family Engagement Specialist	05/22/2026	Title 1	

	during lunch, or in the evenings. The goal is to offer many varieties to be able to reach as many families as possible.				
[S 2.2] 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. **Benchmark Indicator** Benchmark Indicator20 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. 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. Quarterly Reports will be shared district-wide.	**[A 2.2.1] 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.	Ursula Thomas- Family Engagement Specialist; Fondren- Community In Schools Partner	05/22/2026		
	[A 2.2.2] Quarterly Attendance Report 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	Tia James- Principal; Greg Pearson- Transitional Coordinator; Allison Whitemore-	05/19/2026		

	Attendance will be monitored daily and assessed every 20 day period for at least 90% or higher.	Family Engagement			
	[A 2.2.3] 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 al staff members. This will also reduce the suspension rate of students that may have challenging behavior.	Greg Pearson- Transitional Coordinator	03/27/2026		
[S 2.3] Parent Family & Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Benchmark IndicatorReview 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. 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.	**[A 2.3.1] 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.	Dr. Davis- Executive Director; Arby Martin- Deputy Director	05/01/2026	Title 1	

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.					
	[A 2.3.2] Family Engagement Resources and Supplies We believe that stu-dents whose families stay involved have bet-ter atten-dance & get bet-ter 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.	Ursula Thomas-Family Engagement; Allison Whitemore-Family Engagement; Tia James-Principal	05/15/2026	Title 1	
	[A 2.3.3] Parent 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 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.	Ursula Thomas-Family Engagement; Allison Whitemore-Family Engagement	05/01/2026	Title 1	