

Overall Creek Elementary Annual Plan (2023 - 2024)

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[G 1] Increase Achievement and Growth in ELA/Reading

Through the use of standards-aligned core instruction, using high-quality curriculum instructional materials, and effective technology, we will experience improved achievement and growth in literacy for all students (Tier 1, Tier 2, and Tier 3). Via the use of an aligned curriculum scope and sequence, literacy walk-throughs with feedback, and ongoing, intentional professional development, we will experience improvement in (1) teacher practice, (2) student reading proficiency, and (3) a decrease in gaps w/ subgroups. In addition, we will focus efforts in K-2nd (early literacy) using explicit and systematic foundational skills instruction (Phonological/Phonemic Awareness, Phonics, and Fluency) that will result in increased performance, reduced skill gaps, and improved achievement and growth from primary grade students and intervention students more rapidly.

Overall Creek will offer ongoing, effective professional development that is coherent, curriculum-based, targeted to data-based instructional needs, offered in a variety of modalities and includes strategies to allow access to academic content for all students

Performance Measure

For 2023-2024 Overall Creek will achieve a Level 3 TVAAS score or higher in literacy, increase achievement percent of reading proficiency using TNReady and iReady data to meet AMO; and an increase in microphase early literacy growth by EOY.

Increase the percentage of students scoring on-track and above from 54% to 60% on the TNReady ELA assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standards-aligned instruction Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards. School-wide learning walks will be conducted quarterly to ensure alignment. Benchmark Indicator Progress will be monitored by the Admin team, Academic Coach, and Coordinator of Reading via quarterly Learning Walks and by the analysis of ELA benchmark data every nine weeks. Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.	[A 1.1.1] Ongoing PD for HQIM Administration, academic coaches and teachers will be provided with professional development on delivering standards-aligned lessons through the use of HQIM implementing systematic, explicit early literacy instruction, and reading in the content areas, ongoing throughout the school year. The goal is to build early literacy skills (word recognition, phonemic awareness, phonics, and fluency), knowledge and vocabulary (language comprehension), and writing proficiency through rigorous, systematic and explicit ELA instruction.	Jenny Ortiz and Cherry Ross	05/24/2024	GP	

	[A 1.1.2] Implementation of High Quality Materials Begin implementation of high-quality curriculum instructional materials in grades K- 6 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the curriculum materials with integrity. Teachers will be involved in district networks which will meet once each month after school beginning in August and occurring throughout the school year. The learning outcome of these meetings will be shared by network members in order to improve instruction and improve student academic outcomes.	Jenny Ortiz and Cherry Ross	05/24/2024	GP	
	[A 1.1.3] Participate in ongoing ELA learning opportunities through district-wide, grade-level Literacy Network Teachers will participate in district provided by teacher leaders and the Reading Coordinator will provide ongoing learning opportunities by encouraging and supporting grade-level Literacy Networks which will meet once each month beginning in August and occurring throughout the school year. The learning outcome of these meetings will be shared by network members in order to improve instruction and improve student academic outcomes throughout our school. Teacher voice and autonomy will be encouraged throughout these meetings and in our building while ensuring the integrity and implementation of the EL ED curriculum.	Jenny Ortiz	05/24/2024	GP	
[S 1.2] Targeted interventions, with a focus on supporting subgroups Overall Creek will provide academic interventions and curriculum based professional learning throughout the year to improve achievement and close identified gaps. ** **	[A 1.2.1] Differentiated Professional Development The academic coach will provide embedded differentiated professional learning to grade levels as needs arise. Teachers will also attend trainings focused on curriculum based learning to ensure curriculum is being used effectively. Professional learning will be directly related to instruction in the classroom and have real-life applications. Teachers	Jenny Ortiz and Cherry Ross	05/24/2024	GP	

*** Benchmark Indicator Progress will be monitored by principals via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure the school will be on target to meet our AMO goals. OCE will aim to decrease the percentage of all students and students in each subgroup scoring at the below level in state assessed subjects annually.	will use PLC time to share effective strategies they are using during Tier 1 as well as intervention time and focus on a particular group of students to create intentional, purposeful planning. Teachers will also participate in district level Literacy Networks to exchange and gain more ideas.				
	[A 1.2.2] Targeted PD for specific subgroups With support from district personnel and based on school data, we will utilize our school and district level specialist to conduct professional development and provide coaching quarterly for teachers of gifted and high-performing students, ELL students, and special education students in order to improve instruction and student performance.	Jenny Ortiz	05/24/2024	GP	
[S 1.3] Effective Leaders Develop protocols, procedures, and high expectations to support and build the capacity of school leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results. Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.	[A 1.3.1] Professional Development Administration will plan and create additional leadership opportunities for teachers and other school staff that enhance and supports student learning. Teacher strengths will be used to enhance student learning opportunities, as well as teacher growth and accountability. Administration will use the information gained at individual teacher meetings about their strengths, leadership desires, and interests to enhance student learning and focus.	Jenny Ortiz	05/24/2024	GP	
[G 2] Increase Achievement and Growth in Math Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Overall Creek will experience improved achievement and growth in math for each and every student. Developing effective teachers and school leaders through targeted professional development will yield improved academic outcomes in math for all students. Encouraging family engagement and participation in academic improvement will improve student outcomes in math for all students. Performance Measure					

For 2023-2024 Overall Creek will achieve a Level 4 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data. Increase the percentage of students scoring on track or mastered from 62.4% to 65.6% on the TNReady Math assessment for Grades 2-6 and iReady Diagnostic for Kindergarten and First Grade.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and academic coach we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math. ** ** ** ** Benchmark Indicator Progress will be monitored by the Coordinator of Math and building administrators via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews (A 2.2.4) in order to ensure the school will be on target to meet our AMO goals. Reviews will incorporate data from the TDOE-developed Math Learning Walk Tool and from i-Ready school, grade, and class data looking for trends that identify on-track performance. Negative trends become indicators for targeted professional development.	[A 2.1.1] Embedded Professional Development Our Academic coach will provide professional development for teachers that outlines the elements of effective standards-aligned instruction that promotes deep knowledge and integration of content standards. Job-embedded support, lesson plan follow-up support, and feedback will continue to provide on-going learning about effective planning through the coaching cycle. Teachers will also participate in district level Math Networks to share with other teachers and deepen their content knowledge.	Cherry Ross	05/24/2024	GP	
[S 2.2] Effective teachers Our Academic Coach and Administration team will support all teachers through job embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction. Benchmark Indicator	[A 2.2.1] Walkthroughs and Data Based Decisions Math Coordinator, Academic Coach, and Admin Team will conduct Quarterly walk throughs to notice grade level and school-wide trends. Feedback will be provided to help teachers target specific areas and use as a coaching point. Data from these walk throughs will also be used to guide professional development decisions.	Jenny Ortiz and Cherry Ross	05/24/2024	GP	

Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.					
[S 2.3] Targeted interventions, with a focus on supporting subgroups The Academic Coach, Interventionist, and other support staff will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps. Benchmark Indicator Progress will be measured by administrators and Instruction Department staff conducting quarterly walk-through observations and by analysis of District Benchmark Assessments (iReady), three times a year, in order to ensure the schools and our district will be on target to meet our proficiency and growth goals. Progress reports will be shared with school administrators and school teams during Quarterly Data Reviews (A 2.2.24).	[A 2.3.1] Data Driven Instruction With support from the Academic Coach, teachers will utilize the data from the district benchmark in PLC meetings to determine student needs and to provide math intervention for targeted students. Training will be provided to all educators on recommendations to support struggling students. Special attention will be paid to students in subgroups, especially SWD and ELL. Data meetings will be held after each benchmark assessment to identify students for Tier 2 and Tier 3 Math Intervention. MCS will provide the framework for math intervention to the classroom teachers. Tier 3 interventionists will use Bridges Intervention to support student learning.	Rebecca Sublett	05/24/2024	GP	
[S 2.4] Effective Leaders The administration will implement and follow policies, procedures and programs developed by Director of Schools and Director of Curriculum and Instruction to support and effectively develop and build the capacity of the school, to implement and manage instructional programs for students, and be accountable for the results. *** *** Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by administration quarterly in order to ensure the school will be on target to meet our TVASS goal. Data will be shared via leadership meetings for the	[A 2.4.1] Engage in Professional Learning Opportunities Administrators and Academic Coach will engage in professional development provided by Assistant Superintendent of Curriculum and Instruction and Director of Schools at the beginning of each semester to enable administrators to support the action steps of this goal.	Jenny Ortiz	05/24/2024	GP	

school level and via Quarterly Data Reviews with district-level personnel to review student growth and achievement on benchmark assessments.					
[S 2.5] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making. *** Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.	[A 2.5.1] Family Participation Administration will encourage family participation each quarter in an effort to share school program and student performance information. Schools will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback and will support family participation by the elimination of barriers to participation.	Jenny Ortiz	05/24/2024	GP	
[G 3] Increased Academic Achievement and Growth: Science Overall Creek will improve achievement in science for ALL students by building capacity in teachers and administrators so they can (1) **establish a culture of learning** that reflects how science works (curiosity, collaboration, exploration of phenomenon), (2) select **lesson tasks and activities **that integrate all dimensions of the science standards (Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices), and (3) improve** instructional competencies** for delivering coherent and accurate sequences of science ideas in a way that student ideas are revealed, supported, and challenged. Achievement will increase as students have authentic opportunities to make sense of the science they are learning versus teachers telling students about science. Performance Measure					

For 2023-2024, Overall Creek will increase achievement percentages from 57.1% to 60% on TCAP of students scoring “on track” or “mastery” on the TCAP science assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Standards-aligned core instruction and high quality materials Use the aligned scope and sequence, district resources, teacher support documents, and instructional methodology to the TN Science Standards for Science instruction for ALL students in grades K-6. Benchmark Indicator Progress will be monitored by administration via walkthroughs, attendance in Professional Learning Community (PLC) meetings, feedback forms or survey results, recordings of model lessons or PDs, follow-up from PDs, analyzed student work or assessments, lesson plans, and materials.	[A 3.1.1] Embedded Professional Development Embedded professional learning opportunities will provide a scaffold approach in order to target specific learning needs of teachers and to address specific shifts that need to occur in the classrooms based on teacher input, administrator input, observations, student work, assessments/data, etc. Examples of anticipated PDs include: Three-dimensions of the standards, using phenomenon for sense-making (Science Talks), conceptual understanding of the Disciplinary Core Ideas (DCIs), Science Notebooks, Early Childhood Science Experiences, Labs, planning instruction with the 5E instructional model, assessments, and integration of content areas.	Cherry Ross	05/24/2024	GP	
	[A 3.1.2] Provide a STEM Approach For students to understand and apply the content, to build background knowledge, and to retain the information, rich and complex texts will be used during a lab or science lesson. Application of math in the real-world will be done through tasks and science labs, such as data collection and measurement. Students will have increased opportunity for writing, such as claims in scientific explanations or lab notes. These learning opportunities will be standards aligned to support grade-level expectations of student performance and for additional support among the content areas. Social Studies and Science standards are bundled and strategically sequenced to support integration connections.	Classroom Teachers	05/24/2024	GP	
[S 3.2] Effective teachers The Administration and Academic Coach will support all teachers through job embedded professional development activities, mentoring	[A 3.2.1] Ongoing Professional Development The Science Coordinator will offer support through co-planning, co-teaching, and/or modeling lessons with teams/teachers. The Coordinator will use	Science Coordinator	05/24/2024	GP	

programs, and induction programs in order to retain effective teachers and support improved instruction. Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.	filmed lessons as a tool for learning during planning or PLCs. The Science Coordinator will also conduct a science network that consists of a grade-level content lead from each school that receives training on the 3-dimensional standards, the scope and sequence, and the suggested correlating materials. Quarterly science collaborative meetings will be used to vertically build teacher content knowledge of the disciplinary core ideas (DCIs) to explore phenomena.				
[S 3.3] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making. Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.	[A 3.3.1] STEAM Nights Overall Creek will conduct STEAM Nights to show the engineering projects, the integration of the content, and/or to promote STEM Literacy among all families and students.	STEAM Team	05/24/2024	GP	
[S 3.4] Science and Engineering Practices Overall Creek will focus on the Science and Engineering Practices to improve methodology and build scientific skills in students. Benchmark Indicator Progress will be monitored by District Science	[A 3.4.1] Engineering Opportunities OCE will provide opportunities for students to plan and carry out investigations that require observations, data collection, analyzing, and interpreting data through charts and graphs. They will also provide opportunities for students to design and use models to construct meaning or	STEAM Team	05/24/2024	GP	

Coordinator, School administrator, and Academic coach. Observations will include increased science vocabulary, increased opportunities in the classroom, evidence in student work (such as improved claim writing or increase in quantity and quality of student generated questions, and follow-up from professional development.	explain their thinking. Provide opportunities for students to construct scientific explanations from their own observations and investigations.				
	[A 3.4.2] Real World and Career Exploration Overall Creek will provide opportunities for career exploration to increase student motivation and engagement in science. These opportunities will include ongoing, real-world application to get student buy-in through relevance to build on prior knowledge through real-world texts, events, or design challenges.	Admin and STEAM Team	05/24/2024	GP	

[G 4] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes.

Through the use of on-going professional development, job embedded coaching, and active recruitment, Overall Creek will seek to ensure the work force of all departments are highly trained, highly effective, and aware of the needs of our community.

Performance Measure

For the 2023-2024 school year, OCE will monitor and see increases in the level of effectiveness scores of educators, positive responses on educator surveys, results from TEAM evaluations, and feedback on summative conferences.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Effective Teachers Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc. to enhance content knowledge, instructional practices, and understanding of research-based best practices. New teachers will participate in school based and district level mentoring programs which will provide professional development on beneficial topics on a monthly basis. Benchmark Indicator Administration will conduct classroom walk-through observations and analyze formative assessments with grade-level PLC groups weekly in order to	[A 4.1.1] Mentor Teachers Teachers who have been teaching for 2 years or less will be assigned a highly effective veteran teacher as their mentor. The pair will meet monthly to ensure new teachers are supported. We will also host a new teacher support group, led by newer teachers from the prospective of "That would have been nice to know" and "Things that help get through".	Admin	05/24/2024	GP	

determine the effectiveness of the professional development activities, redirect teacher practices, and to ensure the school will be on target to meet our AMO goals.					
	[A 4.1.2] District and School Wide New Teacher Program First year teachers will participate in the district Teacher 2 Teacher program to grow and have a support network, as well as our school mentor program. Second year teachers will participate in a book study group with other second year teachers from the district.	Maria Johnson	05/24/2024	GP	
[S 4.2] Develop and grow community partnerships to engage and prepare educators and employees Support all teachers through community partnerships and outreach activities designed to increase educator capacity. Benchmark Indicator Progress will be monitored via monitoring of LOE Scores, retention rates of employees, diverse employee population, and educator surveys.	[A 4.2.1] Community Partners Teachers will collaborate with community partners to help calibrate their STEAM units and Engineering project. Community Partners will share their "business perspective and career expertise" so teachers will better understand and enable them to make connections for the students. This will help empower teachers and give them an "expert" to rely on.	Steam Team and Grade Level Teachers	05/24/2024	GP	
[S 4.3] Effective Leaders Develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results. Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.	[A 4.3.1] Professional Development for Administrators Administrators will engage in professional development provided by The Instruction Department and Director of Schools at least once every month to enable administrators to support the action steps of this goal. The monthly professional development will center on deepening the knowledge of the curriculum and pedagogy associated with ELA and its importance to other content areas (STEAM), and will include principal group meetings, observations of classroom and/or planning across the district, analysis of student work, data review, etc.	Jenny Ortiz, Jennifer Whitlow	05/24/2024	GP	
[G 5] Address and support the needs of the whole child to decrease the achievement gap. For 2023-2024, students will have equal access to a safe and healthy learning environment that promotes academic achievement, limits the amount of lost instructional time					

by improving attendance and reducing exclusionary discipline practices, ensures that all students have the opportunity to learn, and promotes and classroom instruction that includes age-appropriate activities to help elementary students explore careers and develop an understanding of the connection between school and the world of work.

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Performance Measure

* Improve behavioral interventions and supports as measured by periodic RTI2-B data, discipline data, and periodic administrative interviews.

* Improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, DCS Report data and periodic administrative interviews.

* Improve attendance, decrease exclusionary discipline practices, and improve access for all students as measured by attendance data, discipline data and school access data.

* Improve school health as measured by attendance data, nurse department data, and school access data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] Behavioral interventions and supports Implement and support programs and initiatives (including RTI2-B, Social-Personal Competency instruction, De-escalation Training, Crisis Prevention and Intervention) that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Progress will be monitored by Assistant Superintendent of Federal Programs and School Climate Coordinator of Behavior Supports), and building administrators via - * quarterly walk-through observations in order to measure protocol compliance; * quarterly review of SRSS data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior;	[A 5.1.1] RTI2B Supports We will continue the implementation of RTI2B Behavior Supports to address the needs of individual students while continuing the implementation of Bullying Prevention, Restorative Practices, ACES Counseling, and other Multi-Tiered Interventions to reach the needs of all students. We will use data collected to gauge the needs and continue to reduce the number of discipline incidents.	RTI Team	05/24/2024	GP	

* quarterly RTI2-B fidelity checks in order to measure program fidelity; * quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success.					
[S 5.2] Mental Health Supports Support external partnerships with mental health service providers (including Centerstone, STARS, The Family Center and others), develop procedures and provide necessary student supports for identified mental health needs. ** ** ** ** Benchmark Indicator Progress will be monitored by Coordinator of Behavior Support * via quarterly needs assessments with school counselors and behavior support staff, * quarterly review of SRSS data and behavior referrals, * and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.	[A 5.2.1] Mental Health Supports We will continue to analyze our data and use our Behavior Team and RTI2B team to identify students in need of additional support. School counselors will collaborate with the teachers and parents to make direct referrals to our mental health supports.	Marian Evilsizer	05/24/2024	GP	
[S 5.3] Targeted interventions Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps. Benchmark Indicator Progress will be monitored by RTI Leadership Team and building administrators via monthly review of attendance data, ODR data, and grade level benchmark data results in order to ensure	[A 5.3.1] Ensure Tier 1 Time for SWD Beginning Fall 2023 and throughout the school year, Administration and the Special Education team will ensure all instructional staff gives first consideration to having students with disabilities receive core instruction in Tier 1, in order to ensure students are exposed to the state's rigorous standards in the least restrictive environment and to improve academic growth and achievement.	Jenny Ortiz	05/24/2024	GP	

attainment of the district AMO goal for chronic absenteeism.					
	[A 5.3.2] Chronic Absenteeism We will continue to reduce chronic absenteeism in order to reach our AMO goal by educating parents, taking an active role in promoting good attendance. Overall Creek will strive to reduce the percent of chronically absent students from 5.5% to 4.8%.	Jenny Ortiz	05/24/2024	GP	
[S 5.4] Promote and Support Emergency Preparedness Administrators will promote and support Emergency Preparedness in schools to create a safe environment conducive to learning and achievement. ** ** ** ** Benchmark Indicator Progress will be monitored via semester walk-through observations in the school and by the monthly analysis of attendance, benchmark academic data, and school behavior and discipline data in order to ensure attainment of the school AMO goal for chronic absenteeism and discipline and to ensure all students have the opportunity to learn.	[A 5.4.1] Safety Drills All staff will be trained in safety preparedness and protocols. Monthly drills will be conducted for all staff and students to ensure preparedness.	Jenny Ortiz	05/24/2024	GP	
[S 5.5] Integration of STEAM Approach in Instruction Provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to understand the school to work connection. Benchmark Indicator Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.	[A 5.5.1] STEAM Integration Through collaborative planning with a focus on 8-week integrated units, each grade level will identify an overarching question to drive their unit, a community partner, careers related to their unit of study, and an engineering project to culminate their unit. Through this process, students will research and learn about different careers, meet people in that career, and explore a wide variety of post-secondary options.	STEAM Team	05/24/2024	GP	