

Park View Elementary School Annual Plan (2023 - 2024)

Last Modified at Aug 29, 2023 08:57 AM CDT

**[G 1] ELA**

By Spring of 2024, we will improve ELA achievement by;

- \* Increasing the percentage of students on-track or mastered from 38% in 2022 to the AMO target of 45.8% on TNReady for grades 3-5.
- \* Increasing the percentage of students on-track or mastered from 29.1% in 2022 to the AMO target of 37.9% on TNReady for grades 6-8.
- \* Increasing the percentage of students on-track or mastered from 35.9% in 2022 to the AMO target of 43.9% on TNReady for grades 9-12.

By Spring of 2024, PVE will improve Grades 3-5 ELA achievement by:

- \* Increase the percent of students met and exceeded expectations from 52.4% in 2023 to the estimated AMO target of 55.4%.

**Performance Measure**

Data to be analyzed for measuring progress toward improved TNReady results as compared to AMO targets are;

- \* TNReady results and TVAAS data from the previous year to identify missed learning and to identify trends for areas to strengthen,
- \* Benchmark test results,
- \* PD opportunities that impact the ELA curriculum,
- \* Teacher observations,
- \* WIDA scores,
- \* RTI progress monitoring data,
- \* ACT scores.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] High Quality Professional Development for Instructional Staff</b> BCS will utilize system-wide coordinators and instructional coaches for providing job-embedded professional development to instructional staff.</p> <p><b>Benchmark Indicator</b> * Schools will be trained in analyzing all available data throughout the school year to guide instruction</p>	<p><b>[A 1.1.1] Professional Development</b> PVE will utilize the instructional coach to provide job-embedded professional development for instructional staff. A district ELA Coordinator will meet monthly with instructional coaches to provide support and training. District level teams will conduct learning walk visits to see if the training that has been provided is being implemented and</p>	Jodie Grannan	05/30/2024	Title II; General [\$1000.00]	

<ul style="list-style-type: none"> <li>* Training will be provided for the use and interpretation of TVAAS and TNReady data to determine trends and areas of strengths and growth opportunities.</li> <li>* Training will be provided in the utilization of data from benchmark testing to track student progress in the mastery of standards.</li> <li>* Teacher professional development surveys will provide evidence of effectiveness of all training opportunities.</li> <li>* Analyzed T-eval data (observation of teachers and administrators) will provide feedback to the District Team for determining future PD needs.</li> <li>* PD sign-in sheets will be kept on file.</li> <li>* Results of Climate Surveys will be used in the determination of needed PD.</li> <li>* Data analysis results will be utilized to determine future professional development opportunities</li> <li>* Instructional Coach Notecatchers will be monitored by ELA Coordinators to ensure that professional development and in-class supports are implemented at every school.</li> </ul>	<p>to offer collaboration for improvement. SRSD will be a focus to improve our writing skills instruction.</p>				
<p><b>[S 1.2] State Content Standards Alignment</b> BCS will align curriculum with Tennessee Academic Standards and weave instructional practices and basic skills into instruction.</p> <p><b>Benchmark Indicator</b></p> <ul style="list-style-type: none"> <li>* TNReady Accountability Data will be analyzed each year for opportunities and challenges to increase student achievement.</li> <li>* Standards Analysis Reports will be analyzed yearly and compared with curriculum maps and pacing guides to ensure the curriculum provides sufficient opportunities for student mastery of standards. Revisions will occur as needed.</li> <li>* Benchmark Testing Data will be analyzed 3 times per year to track student growth in the mastery of academic standards.</li> <li>* Curriculum Mapping / Pacing Guides will be reviewed annually for alignment to standards and include additional support for areas of opportunity</li> </ul>	<p><b>[A 1.2.1] Standard Alignment</b> Classroom teachers will utilize the system-developed curriculum maps and Open Court foundational skills routines to ensure proper alignment of instruction, content, and assessment. Grade level teams will meet weekly to plan using these maps as a guide for quality, effective instruction. Through the Reading 360 training, teachers of early grades will instruct according to the "sounds first" research. The SRSD writing strategies will also be utilized to improve the writing standards.</p>	<p>Jodie Grannan, Stephanie Rountree, Classroom Teachers</p>	<p>05/30/2024</p>	<p>Title II, Title 1, General [\$1000.00]</p>	

<p>to improve student achievement.  * Test blueprints and overviews will be examined to make the necessary adjustments in instruction.  ###</p>					
<p><b>[S 1.3] Identify and Address District or School Achievement Concerns of Subgroups</b>  The district will address the needs of subgroups with a special emphasis on Students with Disabilities, Economically Disadvantaged, and ESL. The monitoring of Homeless, Foster Care and Migrant subgroups will also occur to be sure the district provides special consideration to their needs. ESL enrollment has increased significantly and attention must turn to the 6-8 grade band, which demonstrated consecutive years of decline in both math and ELA success rates.</p> <p><b>Benchmark Indicator</b>  * TNReady and TVAAS Data will be used annually to look for trends with all subgroups and areas of opportunities to improve student achievement.  * WIDA ACCESS data will be used each year to evaluate student growth and provide additional support for those students making the least amount of growth.  * Student placement will follow the district guidelines of having no SWD placed with a level 1 teacher for core literacy instruction.  * Benchmark testing will be conducted 3 times per year and the results analyzed to see areas of growth and areas of opportunities to improve instruction for all students.  * Progress monitoring will be administered weekly and bi-monthly for our Tier II and Tier III students using Aimsweb and analyzed during iTeam meetings to closely monitor student progress.  * Data Team meetings will be held to closely monitor and analyze data from any and all available data in a timely manner.  * Progress monitoring will be administered weekly and bi-monthly for our students with disabilities using Aimsweb data. SWD will also participate in</p>	<p><b>[A 1.3.1] Subgroup Success</b>  The subgroup with 30 or more students at PVE is Economically Disadvantaged with % met or exceeded expectations.</p> <p>At PVE we are trauma informed and strive to tend to the whole child in order to make learning possible.</p> <p>Our mental health providers have increased due to a county grant that should help support these students.</p> <p>The Chronic Absenteeism also correlates to the lack of success mirroring the numbers of school days missed.</p>	<p>Jodie Grannan, Shannon Nelson, Buffy Frazier, Stephanie Rountree</p>	<p>05/30/2024</p>	<p>General; Benevolent [\$500.00]</p>	

<p>reading benchmark assessments using iReady Reading. This data will be analyzed every 4.5 weeks during Data Team meetings to closely monitor student progress.</p>					
<p><b>[S 1.4] Provide Additional Learning Opportunities</b>  The system will provide additional learning opportunities for at-risk students of all grades to increase the level of understanding of the ELA standards.</p> <p><b>Benchmark Indicator</b>  * TNReady Results  * Benchmark testing data  * RTI2 progress monitoring results  * Completed high school credit courses /Credit Recovery  * ACT data</p>	<p><b>[A 1.4.1] Additional Learning Opportunities</b>  Our RTI model provides extra learning opportunities during the day providing academic support with fidelity.</p> <p>At-Risk students were invited to Summer Camp for four weeks to remediate and enrich student learning.</p> <p>Before and after school tutoring was offered to students to promotes success concentrating on the 3rd graders.</p> <p>Program for the Academically Talented is a way to enrich and extend learning for students in 4th and 5th grades.</p>	<p>Jodie Grannan, Buffy Frazier, Classroom Teachers</p>	<p>05/30/2024</p>	<p>General  [\$1000.00]</p>	
<p><b>[G 2] Math</b>  By spring 2024, we will improve Math achievement by;</p> <ul style="list-style-type: none"> <li>* Increasing the percentage of students on-track or mastered from 43.3% in 2022 to the AMO target of 50.4% on TNReady for Grades 3-5.</li> <li>* Increasing the percentage of students on-track or mastered from 30.9% in 2022 to the AMO target of 39.5% on TNReady for Grades 6-8.</li> <li>* Increasing the percentage of students on-track or mastered from 22.2% in 2022 to the AMO target of 31.9% on TNReady for Grades 9-12.</li> </ul> <p>By Spring of 2024, PVE will improve Grades 3-5 Math achievement by:</p> <ul style="list-style-type: none"> <li>* Increasing the percent of students met and exceeded expectations from 44.4% in 2023 to the estimated AMO target of 47.9%.</li> </ul> <p><b>Performance Measure</b>  Along with analyzing student success rates as indicated by achievement scores on TCAP, the district will utilize the following performance measures to track progress;</p> <ul style="list-style-type: none"> <li>* TNReady results and TVAAS data from previous year to identify opportunities for growth</li> <li>* Benchmark test results,</li> <li>* Common Formative Assessments in Performance Matters,</li> <li>* Teacher observations,</li> <li>* WIDA scores,</li> </ul>					

\* RTI progress monitoring data,  
 \* ACT scores,  
 \* Feedback from PD opportunities that empower educators to utilize the HQIM for mathematics as well as implement NCTM's Effective Mathematics Teaching Practices.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] High Quality Professional Development for Instructional Staff</b>            BCS will utilize a system-wide coordinator, math teacher leaders, and instructional coaches for providing job-embedded professional development of instructional staff.</p> <p><b>Benchmark Indicator</b>            * Schools will be trained in analyzing all available data to guide instruction throughout the school year and to determine future PD needs.            * TVAAS and TNReady data will be analyzed to determine trends and areas of strengths and opportunities.            * Benchmark testing will occur 3 times per year and the data will be analyzed during PLCs (iReady K-8) to monitor student progress in the mastery of standards.            * Common formative assessments will be administered 3 times per semester in grades 9-11 to monitor student progress in the mastery of standards            * Analyzed T-eval data (observation of teachers and administrators) will provide feedback to the District Team for determining future PD needs.            * Teacher professional development surveys will be analyzed to determine effectiveness of all training.            * Instructional Coach Notecatchers will be monitored by ELA and Math Coordinator to ensure that professional development and in-class supports are implemented at every school.</p>	<p><b>[A 2.1.1] Professional Development</b>            PVE will utilize the district-level math coordinator, math teacher leader, and instructional coach to provide professional development to instructional staff based on individualized needs in mathematics. Park View Opportunities:</p> <ul style="list-style-type: none"> <li>* Math Lesson Study for grade level planning and instructional development</li> <li>* After-school trainings are provided at the District Level upon request</li> <li>* A menu of math PD is available as requested</li> <li>* Monthly math PLCs are convened for planning, review, and progress.</li> <li>* Embedded modeling in the classroom is available.</li> <li>* Math walk throughs in the classroom with debriefing and feedback are provided.</li> </ul>	Jodie Grannan, Beth Fugate, Lori Raper, Shannon Pike, Stephanie Rountree	05/30/2024	General [\$1000.00]	
<p><b>[S 2.2] State Content Standards Alignment</b>            The system will ensure** **that the math curriculum is consistent with enabling students to reach the milestones outlined in the standards. First, the</p>	<p><b>[A 2.2.1] Standard Alignment</b>            PVE will utilize Bradley County Schools' curriculum maps to ensure alignment of curriculum and instructional strategies that will address</p>	Jodie Grannan, Beth Fugate, Lori Raper,	08/30/2023	General [\$1000.00]	

<p>system has adopted two of the highest scoring curricula on the state department's bid list. Second, these curricula will be utilized with great integrity alongside the Tennessee Department of Education's Instructional Focus Documents to ensure access and equity for all students.</p> <p>BCS will first start with in-depth unit planning to include thoughtful and strategic sequencing of learning targets based on learning goals and performance goals developed from TDOE's Instructional Focus Documents. Unit planning will include clearly defined success criteria for each learning target that details how students will demonstrate their understanding through concrete modeling, representations, or abstract understanding. All teachers will know what to look for and listen for to ensure their students accomplish the learning target. Secondly, teachers will develop lessons according to an agreed upon lesson structure by anticipating solution pathways to the task, planning assessing and advancing questions for each, and then planning the sequence of student solutions to share and discuss. This will be accomplished through lesson study model at each grade level in every school.</p> <p><b>Benchmark Indicator</b>  Accountability measures to be used are benchmark assessments and accountability data - both achievement and growth - as provided by the state.</p> <p>* TNReady Accountability Data will be analyzed each year to identify strengths and areas for growth,  * Standards Analysis Reports will be analyzed yearly and compared with curriculum and assessment to guide planning and instruction  * Benchmark Testing Data will be analyzed 3 times per year (K-8) to monitor student growth in mastery of academic standards,  * Curriculum Mapping/Pacing Guides will be</p>	<p>Tennessee's challenging academic standards and weave in specific basic skills found in TNReady. The Instructional Focus Documents will offer clear guidance for remediation and enrichment to achieve advanced math outcomes. A school-wide emphasis will involve extending the learning target to include success criteria for each instructional lesson. Task based instruction with non permanent vertical work spaces will be encouraged.</p>	<p>Shannon Pike,  Stephanie Rountree,  Classroom Teachers</p>			
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<p>reviewed annually for alignment to standards (revisions will occur as needed)</p>					
<p><b>[S 2.3] Identify and Address District and School Achievement Concerns of Subgroups</b>  The district will address the needs of subgroups with a special emphasis on Students with Disabilities, Economically Disadvantaged, and ESL. The monitoring of Homeless, Foster Care and Migrant subgroups will also occur to be sure the district provides special consideration to their needs. ESL enrollment has increased significantly and attention must turn to the 6-8 grade band, which demonstrated consecutive years of decline in both math and ELA success rates.</p> <p><b>Benchmark Indicator</b>  * TNReady and TVAAS Data will be used annually to look for trends with all subgroups and areas of opportunities to improve student achievement.  * WIDA ACCESS data will be utilized each year to evaluate student growth and to provide additional support for those students making the least amount of growth.  * Student placement will follow the district guidelines of having no SWD placed with a level 1 teacher for core literacy instruction.  * Benchmark testing will be conducted 3 times per year and the results are analyzed to identify areas of growth and to improve instruction for all students.  * Common Formative Assessments in Performance Matters  * Progress monitoring will be administered weekly for our Tier 2 and Tier 3 students using Aimsweb and will be analyzed during iTeam meetings to ensure instructional needs are being met and students are growing academically.  * Progress monitoring will be administered weekly and bi-monthly for our students with disabilities using Aimsweb data. SWD will also participate in reading benchmark assessments using iReady Math. This data will be analyzed every 4.5 weeks</p>	<p><b>[A 2.3.1] Subgroup Success</b>  The subgroup with 30 or more students at PVE is Economically Disadvantaged with 42.9% met or exceeded expectations.</p> <p>At PVE we are trauma informed and strive to tend to the whole child in order to make learning possible.</p> <p>Our mental health providers have increased due to a county grant that should help support these students.</p> <p>The Chronic Absenteeism also correlates to the lack of success mirroring the numbers of school days missed.</p>	<p>Jodie Grannan, Buffy Frazier, Classroom Teachers</p>	<p>05/30/2024</p>	<p>General [\$1000.00]</p>	

during Data Team meetings to closely monitor student progress					
<p><b>[S 2.4] Provide Additional Learning Opportunities</b></p> <p>The system will provide additional learning opportunities for at-risk students of all grades to increase the level of understanding of the math standards.</p> <p><b>Benchmark Indicator</b></p> <ul style="list-style-type: none"> <li>* TNReady Results</li> <li>* Benchmark testing data</li> <li>* RTI2 progress monitoring results</li> <li>* Completed high school credit courses /Credit Recovery</li> <li>* ACT data</li> </ul>	<p><b>[A 2.4.1] Additional Learning Opportunities</b></p> <p>At-Risk students were invited to Summer Camp for four weeks to remediate and enrich student learning.</p> <p>Tutoring was offered to students after school.</p> <p>Program for the Academically Talented is a way to enrich and extend learning for students in 4th and 5th grades.</p> <p>Math Tiers are a challenge we face due to the number of minutes required in each subject and most of the time the student needs reading assistance as well.</p>	Jodie Grannan, Buffy Frazier, Classroom Teachers	05/30/2024	General [\$1000.00]	
<p><b>[G 3] Chronic Absenteeism</b></p> <p>The district will work to reduce the number of students who are chronically absent to 10.5% in the 2023-2024 school year.</p> <p>Park View will work to reduce the number of students who are chronically absent to 10.5% with our AMO target at 11.7% from 12.5% in the 2023-2024 school year.</p> <p><b>Performance Measure</b></p> <p>School leadership will evaluate monthly reports from EIS reports and Synergy will be used to track students who are at risk of being Chronically Absent. Our schools and district will measure our success against the Accountability Reports from our EIS, specific Synergy student reports, and reports provided by TDOE at the end of the year.</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Data Collection and Analysis</b></p> <p>BCS will collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year. Schools will identify students who are chronically absent using real time attendance data collected through building-level SIS reports as well as the</p>	<p><b>[A 3.1.1] Data Collection and Analysis</b></p> <p>Park View Elementary School Economically Disadvantaged grades 3-5 of the 113 students enrolled 23 students were chronically absent which correlates to 20.4%.</p> <p>Teachers will take attendance daily. Students will record their attendance in their data notebooks.</p>	Jodie Grannan, Shemayah Heron, Stephanie Rountree, Buffy Frazier, Shannon Nelson,	05/30/2024	General [\$500.00]	

<p>accountability reports from TDOE, to develop individualized plans for our lowest performing schools and our chronically absent students in order to reduce their individual chronic absentee rate.</p> <p><b>Benchmark Indicator</b></p> <ul style="list-style-type: none"> <li>* Chronic Absenteeism reports provided by TDOE will be analyzed each year to determine if the percent of students who are CA is decreasing.</li> <li>* CA data from TDOE will be analyzed each year to look for trends, such as grade levels with the highest percentage, and monitored each month for improvement in attendance.</li> <li>* Each school will complete a yearly Attendance Plan of Action with strategies to monitor and improve their CA numbers. Each school plan will be peer reviewed to provide support in creating a plan that will achieve meeting or exceeding either their AMO target or the absolute performance value designated by TDOE.</li> <li>* Monthly reports will be sent out to all administrators showing the attendance rate of each school to monitor fluctuations in attendance that need to be addressed to improve attendance rates and reduce chronic absenteeism.</li> <li>* Individual student attendance reports will be evaluated at the school-level to address specific student and/or family concerns.</li> <li>* Bradley County Schools will collaborate with the Juvenile Justice Center to continue in developing strategies and practices that are supportive for our schools and understood by our community.</li> </ul>	<p>Collect and analyze attendance reports to identify patterns of absenteeism, pose hypotheses on a possible reason of poor attendance, design action steps to improve attendance, define evaluation criteria, drive decisions about practice and commit to results regularly throughout the year.</p> <p>A research based information letter for parents will be mailed that compares their chronically absent student's attendance versus a non-chronically absent student's attendance.</p> <p>The secretary runs attendance reports twice a month to identify chronically absent students.</p> <p>Campus Court will be utilized to help hold parents accountable for the TN Compulsory Attendance Law.</p>	<p>Classroom Teachers</p>			
<p><b>[S 3.2] Rewards Students for Improved Attendance</b></p> <p>Attendance reports will be analyzed to provide incentives for better attendance. Schools will post signs on classroom doors that have 100% attendance to encourage students to be at school daily. Attendance committees will establish a plan with rewards for students who have strong attendance and also for those students who have</p>	<p><b>[A 3.2.1] Rewards and Recognition</b></p> <p>PVE will recognize 100% daily attendance per classroom by posting an award certificate. Intercom announcements will be made highlighting high weekly attendance per classroom. A monthly showcase posted in the office will spotlight our attendance rates per grade level to visitors. A nine weeks report will showcase their names on the hallway tv with perfect attendance during that nine</p>	<p>Shemayah Heron, Jodie Grannan, Stephanie Rountree, Buffy Frazier, Shannon Nelson</p>	<p>05/30/2024</p>	<p>General [\$500.00]</p>	

<p>improved their attendance during the year.</p> <p><b>Benchmark Indicator</b> Monthly attendance reports from Synergy will be utilized to show schools that are 95% and above for attendance each month.</p> <p>Yearly Building Level Attendance Plan of Actions will indicate incentives and rewards that will be used to motivate daily attendance.</p>	<p>weeks. Yearly trophies are presented to Perfect Attendance honorees. A bicycle drawing will also be provided by a local bike shop for those students with Perfect Attendance.</p>				
<p><b>[S 3.3] Increase Community Awareness</b> Community Awareness of the importance of improved attendance will be carried out through various initiatives and functions.</p> <p><b>Benchmark Indicator</b> * Newsletters and the Director's View are created and distributed at a minimum on a monthly basis to increase awareness regarding chronic absenteeism in order to improve daily attendance. * Social Media will be utilized during the course of the year to showcase the importance of attendance in an effort to encourage all students to attend daily. * Synergy reports and accountability data will indicate if efforts to improve community awareness decreased the percent of students who are Chronically absent.</p>	<p><b>[A 3.3.1] Community Awareness</b> PVE will utilize:</p> <ul style="list-style-type: none"> <li>* Social media to emphasize the positive educational effect of good attendance.</li> <li>* Mailed letters to chronically absent students and their families to increase awareness of their attendance versus the average student's attendance.</li> <li>* A phone call to parents whose students were "on the bubble" to be categorized as chronically absent.</li> <li>* Teachers using their parent communication platforms such as Remind, DoJo, etc.</li> <li>* Emphasizing that every minute counts: bell to bell instruction.</li> <li>* Goal setting with students at risk of being chronically absent.</li> <li>* Communication with families to ensure basic needs are being met.</li> </ul>	<p>Jodie Grannan, Buffy Frazier, Shannon Nelson, Stephanie Rountree, Classroom Teachers</p>	<p>05/30/2024</p>	<p>General [\$500.00]</p>	