

Southern Avenue Charter School Of Academic Excellence Creative Arts Annual Plan (2020 - 2021)

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<p><b>[G 1] Reading/Language Arts</b>                      Southern Avenue goals for the 2020-2021 school year is to receive a level 3 TVAAS score or higher in literacy and meet the specified AMO's.</p> <p><b>Performance Measure</b>                      Southern Avenue Charter Elementary will work towards increasing the percentage of students in grades 3-5 from 16.1% in 2018-19 on track or mastered to 28.4% on track or mastered in English.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standards-Aligned Core Instruction</b>                      Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p><b>Benchmark Indicator</b>                      Easy CBMIReadyMoby MaxQuarterly Common Assessments</p>	<p><b>[A 1.1.1] Differentiated Instruction</b>                      During RTI2 scholars will receive additional 30- 45 minutes of re-teach and enrichment in Reading Language Arts as it pertains to their lowest skill deficit daily. iReady and Savvas Realize Computer Based Program for all scholars that differentiate their learning. Tier 2 Vocabulary Workshop Supplemental Materials for classroom instruction during whole group. IReady diagnostic assessment will provide data for each scholar in the area of Reading, providing teachers with a framework for small group instruction around state standards. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices ( laptops or iPads) to navigate online platforms. Scholars will receive direct, whole group instruction and well as small group, differentiated instruction using the online Schoology platform to access various online programs and platforms such as IXL, Moby Max, and IReady. Scholars will be instructed and learning virtually whether on or off campus using the Zoom online platform. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	Teena Smith, Manessa Parker, Jeraldine Davis, Cameron Smith	12/18/2020	Title 1	

<p><b>[S 1.2] Professional Development</b>  Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  TEAM Evaluations  Quarterly Teacher Surveys (teacher feedback)  Agendas  Sign-in Sheets  Weekly Data Meetings  PD certificates  PLC  Faculty PD</p>	<p><b>[A 1.2.1] Professional Development</b>  The Administrative Team will use the TEAM Observation Look -Fors to monitor the fidelity of implementation of Tier 1 RLA instruction. Admin Team &amp; Academic Consultant will provide professional development on the TEAM Rubric for best teaching practices, instructional design, including the gradual release of responsibility model. Opportunities for Professional Growth will be provided through conferences. Academic Consultant and Admin Team at Southern Avenue will provide ongoing literacy PD for teachers and academic coaches. Weekly PLC's with Instructional Facilitators and Data Meetings will allow teachers to reflect on student mastery of state standards and best teaching practices. Teacher mentors will be assigned to teachers as a means of peer training. Novice teachers will attend weekly planning sessions with Instructional Facilitators to discuss next steps and assist with planning, instruction, and assessments. Provide opportunities for Professional Growth through conferences. Academic Consultant and Admin Team at Southern Avenue will provide ongoing literacy PD for teachers and academic coaches. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	Teena Smith, Manessa Parker	06/17/2021	Title 1	
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<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p><b>Benchmark Indicator</b>          Easy CBM IReady Moby Max Quarterly Benchmark Assessments          Weekly Assessments</p>	<p><b>[A 1.3.1] Targeted Interventions and Personalized Learning</b>          Students will be provided with additional resources as a result of RTI. Southern Avenue has invested in a RTI Analyst to support in the fidelity of RTI across all grade levels for Tier 2 &amp; Tier 3 literacy small group instruction. Para professionals will provide students with in-school tutoring daily in a small group setting. Small groups will allow teachers to target specific standards that students are struggling to master. Teachers are required to submit plans on how their classes will be divided into small groups. Teachers will also be required to provide copies of activities that will be used. Teachers will track the progress of each scholar individually and provide a weekly report to administration. Administrative staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency, comprehension, and problem solving skills. Interventionists will be hired to accommodate any scholars who are not on grade level according to the IReady diagnostic assessment as well as the EasyCBM benchmark assessment. MobyMax will provide teachers, interventionists, and scholars with resources that can be used to provide targeted interventions and personalized learning. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices (laptops or iPads) to navigate online platforms. Scholars will receive small group, intervention, remediation, and enrichment instruction using various online programs and platforms such as IXL, Moby Max, and IReady. Scholars will be instructed and participate in learning virtually whether on or off campus using the Zoom online platform. Secure materials, supplies, equipment, support (human capital),</p>	<p>Teena Smith,          Manessa Parker,          Jeraldine Davis,          Cameron Smith</p>	<p>04/30/2021</p>	<p>Title 1</p>	
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	professional development, and field trips.				
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<p><b>[S 1.4] Recruit, retain, and hire highly effective educators</b> Provide effective teachers in RLA classes for student in all schools</p> <p><b>Benchmark Indicator</b> Teacher Licensure Job Applications</p>	<p><b>[A 1.4.1] Recruitment and Retention</b> The Administrative Team will recruit and train highly effective teachers and presenters to deliver literacy professional development to peers. - Administrative Team will support selected members in the development of model literacy classrooms. - Administrative Team will collaborate with the publishers' representatives to ensure effective use of adopted resources in model classrooms. SACES will partner with local colleges and universities to provide student teaching opportunities for upcoming educators ,thus creating a pool of teaching candidates who are acclimated to our school culture. TEAM observations, weekly planning sessions, data reflection, and best instructional practices will provide teachers with an ongoing dialogue and to help teachers continuously improve their practice. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith, Manessa Parker</p>	<p>10/02/2020</p>	<p>Title 1</p>	
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<p><b>[S 1.5] RTI2 and Tutoring for personalized learning</b>          Provide academic interventions and personalized activities that are designed to meet the individual needs of the students and provide a learning pace and instructional approaches to meet the needs of each learner. Implement a school wide reading comprehension program. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>Benchmark Indicator</b>          Easy CBM Data Assessments Classroom Fidelity Checks</p>	<p><b>[A 1.5.1] Interventions</b>          Students will be provided with additional resources as a result of RTI. Southern Avenue has invested in a RTI Analyst to support in the fidelity of RTI across all grade levels for Tier 2 &amp; Tier 3 literacy small group instruction. Benchmark assessments will be administered that align to Common Core and TN state standards for ELA and mathematics, which allow teachers and staff to review and analyze standards that students have not mastered. Administrative staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency, comprehension, and problem solving skills. SACES will provide engaging learning experiences that strategically build reading fluency and reading comprehension for all scholars through monthly novel studies. Each novel study will consist of teachers attending PLC's for student development and skill based TDQ (text dependent questions) for improved student achievement. SACS will also utilize academic coaches/teacher assistants for small group instruction as well as interventionists to deliver intensive instruction in accordance with the state's RTI program. Scholars will use school assigned digital devices ( laptops or iPads) to navigate online platforms. Scholars will receive direct, small group instruction using online programs and platforms such as IXL, Moby Max, and IReady. Scholars will be instructed and learning virtually whether on or off campus using the Zoom online platform. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith,          Manessa Parker,          Jeraldine Davis,          Cameron Smith</p>	<p>10/09/2020</p>	<p>Title 1</p>	
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**[G 2] Mathematics**  
 Southern Avenue Charter Elem. school will achieve a level 3 TVAAS score or higher in numeracy for the 2020-2021 SY and meet specified AMOs.

**Performance Measure**  
 Southern Avenue Charter Elementary will work towards increasing the percentage of students in grades 3-5 from 29% in 2018-19 on track or mastered to 40% on track or

mastered in Math.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standards-Aligned Core Instruction</b> Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p><b>Benchmark Indicator</b> Easy CBMMoby MaxIReadySavvas Realize</p>	<p><b>[A 2.1.1] Differentiated Instruction for Small Groups</b> Teachers and academic coaches will work with small ability groups during Math Instructional Block in grads K-2. During RTI2 Grades K-5 will work with teachers and academic coaches in their lowest skill deficit in mathematics daily to ensure rigorous instruction. Interventionist will conduct weekly fidelity checks to monitor student progress. Students will have progress monitoring using Moby Max and Easy CBM weekly. IReady diagnostic assessment will provide data for each scholar in the area of Math, providing teachers with a framework for small group instruction around state standards. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices ( laptops or iPads) to navigate online platforms. Scholars will receive direct, whole group instruction and well as small group, differentiated instruction using the online Schoology platform to access various online programs and platforms such as IXL, Moby Max, Svaas Realize, and IReady. Scholars will be instructed and learning virtually whether on or off campus using the Zoom online platform. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	Teena Smith, Manessa Parker	04/16/2021	Title 1	

<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional development school level for teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  Sign-In Sheets  Faculty Meetings  Team Meeting Notes and Agendas  PD Logs  Teacher Feedback (teacher surveys)  Weekly Data Meetings and PLC's</p>	<p><b>[A 2.2.1] Mathematics Professional Development</b>  Southern Avenue Charter Elementary School (SACES) will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Academic Consultant will collaborate with instructional leaders to understand the mathematical shifts found in the TN State Standards. SACES will assist in strategically building fluency and problem solving skills with the partnership with IReady and Savvas. Scholars will complete quarterly math assessments tracking student achievement through schedule of set skills each quarter. The administrative staff will provide professional development to support Instructional Facilitators in monitoring the delivery of math instruction in school buildings. Collaborate with instructional leaders to understand the mathematical shifts found in the TN State Standards. Weekly PLC's and Data Meetings ,with Instructional Facilitators, will allow teachers to reflect on student mastery of state standards and best teaching practices. Teacher mentors will be assigned to teachers as a means of peer training. Novice teachers will attend weekly planning sessions with Instructional Facilitators to discuss next steps and assist with planning, instruction, and assessments. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith,  Manessa Parker</p>	<p>05/31/2021</p>	<p>Title 1</p>	
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<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</p> <p><b>Benchmark Indicator</b> Tutoring Logs Student Folders Lesson Plans RTI2 Benchmark Assessment Schoolology-Online Platform Savvas Realize-Online component to Envision 2.0</p>	<p><b>[A 2.3.1] Improving Student Achievement</b> Students will be provided with additional resources as a result of RTI. Parents will receive monthly progress of student progress, and Southern Ave. Charter Elem. will provide ongoing parent meetings. IReady diagnostic assessment will provide data for each scholar in the area of Math, providing teachers with a framework for small group instruction around state standards. Moby Max will provide teachers, interventionists, and scholars with resources to assist with mastery of Math state standards. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Southern Avenue administration team will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Highly qualified teachers, interventionists, and academic coaches will collaborate with Academic Consultants and the Administration team to create engaging lessons for student mastery through various teaching strategies. Schoolology online platform that is aligned to Common Core and TN state standards for ELA and mathematics. Teachers are required to implement at least three Schoolology activities weekly that is aligned to content standards. Interim assessments will also be pulled from Schoolology as well as the RTI Benchmark. Scholars will use school assigned digital devices ( laptops or iPads) to navigate online platforms. Scholars will receive direct, whole group instruction and well as small group, differentiated instruction using the online Schoolology platform to access various online programs and platforms such as IXL, Moby Max, Svaas Realize, and IReady. Scholars will be instructed and learning virtually whether on or off campus using the Zoom online platform. Secure materials, supplies, equipment, support (human capital), professional development,</p>	<p>Teena Smith, Manessa Parker, Jeraldine Davis, Cameron Smith</p>	<p>04/16/2021</p>	<p>Title 1</p>	
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and field trips.

<p><b>[S 2.4] Recruit, retain, and hire highly effective educators</b> Provide effective teachers in Mathematics classes for student in all schools</p> <p><b>Benchmark Indicator</b> Staff assignmentsCertifications/teacher licensesResume</p>	<p><b>[A 2.4.1] Recruitment and Retention</b> The Administrative Team will recruit and train highly effective teachers and presenters to deliver literacy professional development to peers. - Administrative Team will support selected members in the development of model literacy classrooms. - Administrative Team will collaborate with the publishers' representatives to ensure effective use of adopted resources in model classrooms. SACES will partner with local colleges and universities to provide student teaching opportunities for upcoming educators ,thus creating a pool of teaching candidates who are acclimated to our school culture. TEAM observations, weekly planning sessions, data reflection, and best instructional practices will provide teachers with an ongoing dialogue and to help teachers continuously improve their practice. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith, Manessa Parker</p>	<p>10/30/2020</p>	<p>Title 1</p>	
<p><b>[G 3] Safe and Healthy Students</b> Southern Avenue Charter Elementary School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.Southern Avenue will create an environment that promotes learning for all students that will increase attendance by grade band, by 3% and increase Parental Involvement throughout the 2020-21 SY.</p> <p><b>Performance Measure</b> Shelby County Schools will reduce the percentage of chronically out of school students from 26% in 2018-19 to 16% for the 2020 – 2021 academic school year.</p>					
<p><b>Strategy</b></p>	<p><b>Action Step</b></p>	<p><b>Person Responsible</b></p>	<p><b>Estimated Completion Date</b></p>	<p><b>Funding Source</b></p>	<p><b>Notes</b></p>

<p><b>[S 3.1] Behavioral Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.. Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).Discipline TrackerQuarterly Attendance report</p>	<p><b>[A 3.1.1] Attendance</b>  SACES will partner with Communities in Schools. This organization serves as a liaison between the school and the community to assist families with socio-economic and behavioral needs. A Dean of Discipline will also be hired to track and review trends in attendance ,as well as establish yet another connection to parents/guardians of scholars.Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith,  Manessa Parker</p>	<p>10/23/2020</p>	<p>Title 1</p>	
	<p><b>[A 3.1.2] Discipline</b>  SACES will employ a Dean Of Discipline who will monitor student behavior both virtually and traditionally. The Dean of Discipline will communicate with families, provide incentives for scholar improvement and utilize behavior management programs to aid in scholar behavior. Contact will be ongoing via phone, email, or Zoom online meetings.</p>	<p>Debra Jones,  Ervilin Pace-Myles</p>	<p>11/20/2020</p>	<p>Consolidated</p>	

<p><b>[S 3.2] Professional Development</b> 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><b>Benchmark Indicator</b> Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Faculty and Team Meetings PD and Agendas Sign-In Sheets</p>	<p><b>[A 3.2.1] Increase Parental Involvement</b> Admin Team will conduct ongoing Professional Development with teachers, paraprofessionals, and staff of how to effectively communicate with parents and keep parents engaged in the learning process. Lead teachers will conduct weekly Team meetings to create research based strategies to get parents more involved. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith and Manessa Parker</p>	<p>11/20/2020</p>	<p>Title 1</p>	
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p><b>Benchmark Indicator</b> Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester. Parent Sign-In Sheets Benchmark Assessments Parent Communication Logs</p>	<p><b>[A 3.3.1] Parent and Family Engagement</b> Parents will participate in "Power Hour", where parents will receive valuable information around academics such as TN Ready testing and strategies to assist with the completion of homework. Opportunities for parents and family engagement will be offered throughout the school year such as: Parent Teacher Conferences Math and Science Night Literacy Night Due to COVID-19 and CDC guidelines and recommendations all meetings will be virtual using the Zoom online platform. Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p>	<p>Teena Smith and Manessa Parker</p>	<p>11/20/2020</p>	<p>Title 1</p>	

	<p><b>[A 3.3.2] Improving Student Achievement Through Parental Involvement</b></p> <p>Southern Avenue Charter School will partner with parents to close the achievement gap. Parents will serve on various committees with faculty and staff for a successful partnership with Literacy Month, Math and Science night (s), Harvest festival (all subjects), and TNReady Power Hour. Parents and students will agree to mandatory tutoring and RTI2 daily and attend Team Read training. Parents will participate in ongoing "Power Hour" seminars on strategies to assist students. The parent resource room will provide parents with the opportunity to gain training around homework assistance as well as personal life wellness seminars.</p>	<p>D. Jones, S. Moss, T. Smith, and M, Parker</p>	<p>04/09/2021</p>	<p>Consolidated</p>	
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