

Sea Isle Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Sea Isle will increase the percentage of student who meet or exceed mastery on Mastery Connect rates by 10% in SY2025. We believe improvement can occur with strategic focus on reading instruction, including implementation of reading curriculum with fidelity and strict adherence to the district curriculum map and prescription for ELA instruction and delivery of professional development to support reading instruction.

Performance Measure

Performance will be measured using the following tools:

Formative Assessment Measure Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation : **</p> <ul style="list-style-type: none">* Quarterly School-wide Formative Assessments* Weekly Informal Observation Tool and rubric* Quarterly Formal Observation Tool* Quarterly Data Dig Minutes* Weekly lesson plans* Weekly and bi weekly student work samples* Daily exit tickets* Weekly and biweekly assessments <p>**Effectiveness: **</p> <ul style="list-style-type: none">* Quarterly School-wide Formative Assessments	<p>[A 1.1.1] Provide instructional support and coaching Provide teachers with consistent instructional coaching and support in ELA, using a regular observation, immediate feedback and follow-up schedule. Adhere to the district curriculum maps for SY 24-25. Provide teachers with supplies and materials needed to provide instruction for students.</p>	Renee Meeks: Principal; Kristine Sullivan: Assistant Principal; Tamara P. McCray: PLC Coach; Brenda Matthews: District Literacy Coach	05/23/2025	District/School/Federal Programs	

<p>will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly formal observation tool will reflect that at least 95% of teachers will have an overall LOE score of 3 or higher.</p> <p>* Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 75% or higher.</p> <p>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>* Weekly and biweekly assessments will show students' mastery of standards at 70% or higher.</p> <p>* Daily exit tickets will reflect at least 80% of students scoring 70% or higher.</p>					
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional shifts that will improve teachers' pedagogy of the content, mastery of standards look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Weekly collaborative planning agenda and minutes</p> <p>* Monthly professional development agenda and minutes</p> <p>* Weekly PLC meeting agenda and minutes</p> <p>* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p>	<p>[A 1.2.1] Professional development on standards aligned instruction Educators will attend job-embedded, school level, district level, and national level professional development. The PLC Coach and District Literacy Coach will deliver required weekly professional development based on the needs of teachers. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Tamara P. McCray: PLC Coach; Brenda Matthews: District Literacy Coach; MSCS district staff</p>	<p>05/23/2025</p>	<p>District Funded/Fund 1/Fund 12</p>	

<p>**Effectiveness**</p> <p>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>* Monthly progress monitoring data</p> <p>* Monthly data meeting agenda and minutes</p> <p>* Quarterly benchmark assessment data</p> <p>* Weekly fidelity checks</p> <p>* Weekly iReady reports</p> <p>**Effectiveness**</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* Quarterly benchmark assessment data will reflect</p>	<p>[A 1.3.1] Provide Tier 2 and Tier 3 intervention for students</p> <p>Implement a school-wide RTI2 intervention block, during which Tier 2 and Tier 3 students will receive targeted intervention in their specific skill deficit areas on their instructional levels. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Tamara P. McCray: PLC Coach/RTI2 Lead; Sakinah Royston: RTI2 Co-Lead; K-5 Teachers: Intervention Providers</p>	<p>05/23/2025</p>	<p>District/ School/Federal Programs</p>	

<p>at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> <p>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
<p>[G 2] Mathematics</p> <p>Sea will will increase the percentage students who met and exceeded mastery on the Common Formative Assessment by 10% for the 2025 school year.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>Weekly Assessments</p> <p>School Common Formative Assessments</p> <p>District Common Formative Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are college and/or career ready. Provide access to rigorous curriculum, quality core instruction instructional coaching and support, and academic assessments that align with state academic standards.</p> <p>Benchmark Indicator</p> <p>**Implementation : **</p>	<p>[A 2.1.1] Provide access to rigorous curriculum</p> <p>Provide access to rigorous curriculum, quality core instruction, instructional coaching and support, and academic assessments aligned with state academic standards. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Renee Meeks: Principal;</p> <p>Tamara P. McCray: PLC Coach;</p> <p>Sakinah Royston: Math Coach</p>	<p>05/23/2025</p>	<p>District/School/Federal Programs</p>	

<ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool * Quarterly Data Dig Minutes * Weekly lesson plans * Weekly and bi weekly student work samples * Daily exit tickets * Weekly and biweekly assessments <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that at least 95% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 75% or higher. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly and biweekly assessments will show students' mastery of standards at 70% or higher. * Daily exit tickets will reflect at least 80% of students scoring 70% or higher. 					
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student</p>	<p>[A 2.2.1] Provide enVision Math professional Development Provide professional development for teachers around implementing the enVision Math curriculum, instructional strategies and protocols. Provide teachers with supplies and materials needed to</p>	<p>Renee Meeks: Principal; Sakinah Royston: Math Coach</p>	<p>05/23/2025</p>	<p>District/School/Federal funds</p>	

<p>performance.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>provide instruction for students.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p>	<p>[A 2.3.1] Provide Intervention for all Tier 2 and Tier 3 students. Provide a school-wide intervention block in which Tier 2 and Tier 3 students receive targeted intervention in their specific skill deficit area, on their instructional level. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Renee Meeks: Principal; Tamara P. McCray: PLC Coach/RTI Lead; Classroom Teachers: Intervention Providers</p>	<p>05/23/2025</p>	<p>District/School/Funded funds</p>	

<p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 					
<p>[G 3] Safe and Healthy Students</p> <p>Sea Isle will reduce the percentage of chronically absent students by 10% for SY24-25.</p> <p>Performance Measure</p> <p>Interventions and supports will be measured using the following:</p> <p>PowerSchool Attendance Data</p> <p>PowerBI Attendance Data</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports	[A 3.1.1] Implement the RTI2 B Behavior Interventions and Supports	Renee Meeks: Principal;	05/23/2025	District and school	

<p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Daily attendance reports * 20 day attendance reports * Parent SART Meeting Sign in sheets * Principal's parent meeting sign in sheets <p>**Effectiveness **</p> <ul style="list-style-type: none"> * 20 day attendance reports will show a minimum of 90% average daily attendance. * Monthly parent meetings will increase by 10%. * The percentage of early checkouts will decrease by at least 20%. 	<p>Through implementation of RTI2 B educators will become empowered to equip all students with opportunities to meet high expectations. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Within this multi-tiered framework of RIT2-B, each tier increases the intensity of the intervention and supports so students can be best supported within the school.</p>	<p>Kristine Sullivan: Assistant Principal; Dana McGhee: Professional School Counselor</p>		<p>funded</p>	
<p>[S 3.2] Professional Development Provide all faculty and staff with professional development around how to address student discipline and attendance rates.</p> <p>Benchmark Indicator **The following documentation will be used to monitor implementation of the strategy, including frequency:**</p> <ul style="list-style-type: none"> * Daily Attendance Reports * 20-day attendance reports * Monthly Power BI attendance reports and disciplinary data * Parent SART meeting sign in sheets <p>**The following quantifiable benchmarks that will be used to monitor the effectiveness of this strategy, including frequency:**</p> <ul style="list-style-type: none"> * 20-day attendance reports will show a minimum 	<p>[A 3.2.1] Provide RTI2-B Professional Development Provide all school faculty and staff with professional development around how to address student discipline and attendance issues. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Renee Meeks: Principal; Kristine Sullivan: Assistant Principal; Dana McGhee: Professional School Counselor</p>	<p>05/23/2025</p>	<p>District/School funds</p>	

<p>of 90% average daily attendance.</p> <p>* Monthly parent meetings will increase by 10%.</p> <p>* The percentage of early checkouts will decrease by 20% monthly.</p>					
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>* Quarterly parent surveys</p> <p>* Quarterly parent meeting agenda and minutes</p> <p>* Parent-teacher conference sign-in sheets/minutes for each semester</p> <p>**Effectiveness**</p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>* Quarterly parent meetings will result in an increase in participation by at least 10%.</p> <p>* Parent-teacher conferences each semester will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>	<p>[A 3.3.1] Establish a Culture of Personal Responsibility</p> <p>We will develop a school-wide culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices when they miss school. We will establish a system of attendance incentives that recognizes and rewards perfect attendance as well as improved attendance.</p>	<p>Renee Meeks: Principal;</p> <p>Kristine Sullivan: Assistant Principal;</p> <p>Dana McGhee: Professional School Counselor</p>	05/23/2025	<p>District and school funded.</p> <p>Adopters and community partners make donations of incentive items for students.</p>	
<p>[G 4] Early Literacy</p> <p>During the 24-25 school year, Sea Isle's early learners will be engaged in literacy rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking, and listening skills essential to becoming proficient readers by the end of grade 3.</p> <p>Performance Measure</p> <p>Sea Isle's early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion	Funding Source	Notes

			Date		
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>[A 4.1.1] Provide Professional Development on Standards Aligned Instruction Educators will receive job-embedded, school level, district level, and national level professional development. The PLC Coach and District Literacy Coach will deliver professional development based on district mandates and teacher needs. The District Literacy Coach will provide professional development around Foundational Literacy and standards-based instruction. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Renee Meeks: Principal; Tamara P. McCray: PLC Coach; Brenda Matthews: District Literacy Coach</p>	05/23/2025	District/School/ Federal funds	
<p>[S 4.2] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, and individualized learning pace,</p>	<p>[A 4.2.1] Provide Intervention for Tier 2 and Tier 3 Students There is a school-wide intervention block during which all Tier 2 and Tier 3 students receive</p>	<p>Renee Meeks: Principal; Tamara P. McCray: PLC</p>	05/23/2025	District/School/Federal funds	

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports <p>Effectiveness**</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 	<p>targeted literacy intervention in their specific skill deficit area on their instructional level. Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Coach/RTI Lead; Sakinah Royston: RTI Co lead; Classroom Teachers: Intervention Providers</p>			
<p>[S 4.3] Standards Aligned Core Instruction Provide daily access to rigorous Reading/Language Arts Curriculum that will develop students' deep understanding of content, strengthen comprehension, and promote mastery of TN standards.</p> <p>Benchmark Indicator **Implementation : **</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool 	<p>[A 4.3.1] Provide Instructional Support and Coaching Provide teachers with consistent instructional support and coaching around literacy, using a regular observation, immediate feedback and follow-up schedule.</p> <p>Providing planning and standards support during weekly PLC and Collaborative Planning meetings.</p> <p>Provide teachers with supplies and materials needed to provide instruction for students.</p>	<p>Renee Meeks: Principal: Tamara P. McCray: PLC Coach; Brenda Matthews: District Literacy Coach</p>	<p>05/23/2025</p>	<p>District and school funded</p>	

<ul style="list-style-type: none"> * Quarterly Data Dig Minutes * Weekly lesson plans * Weekly and bi weekly student work samples * Daily exit tickets * Weekly and biweekly assessments <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that at least 95% of teachers will have an overall LOE score of 3 or higher. * Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 75% or higher. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly and biweekly assessments will show students' mastery of standards at 70% or higher. * Daily exit tickets will reflect at least 80% of students scoring 70% or higher. 					
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