

Sea Isle Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 17, 2025 03:23 PM CDT

[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

****Sea Isle will increase the percentage of students who meet or exceed mastery on TCAP from 30.5% in SY24 to 40.5% in SY26.****

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Benchmark Indicator** **Implementation : ** * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool * Quarterly Data Dig Minutes	[A 1.1.1] Provide Instructional Coaching and Support 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.	Renee Meeks, Principal; Kristine King, Assistant Principal; Tamara P. McCray, PLC Coach	05/21/2026	District, School, Federal Programs	

* Weekly lesson plans * Weekly and bi weekly student work samples * Daily exit tickets * Weekly and biweekly assessments **Effectiveness: ** * 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.					
[S 1.2] Professional Development At the school level, provide targeted professional development for teachers, administrators, and instructional leaders that focuses on articulating and implementing the key instructional shifts necessary for improved teaching and learning. This training will strengthen teachers' pedagogy of the content, clarify and reinforce standards-based "look fors," and build leaders' capacity to monitor and support effective instruction. Additionally, the professional development will equip educators with strategies to enhance students' skill development and ensure that all students reach proficiency in	[A 1.2.1] Professional development around 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.	Tamara P. McCray, PLC Coach ELA Admin Lead; Renee Meeks, Principal	05/21/2026	District, School, Federal Funds	

reading grade-level, standards-aligned texts. Benchmark Indicator **Implementation** * 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 **Effectiveness** * 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.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator **Implementation**	[A 1.3.1] Provide Tier 2 and Tier 3 intervention for students 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.	Tamara P. McCray: PLC Coach/RTI2 Lead; Sakinah Royston: RTI2 Co-Lead	05/21/2026	District, School, Federal Funds	

* Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports **Effectiveness** * 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.					
[S 1.4] Early Literacy 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. Benchmark Indicator **Adult Implementation Indicators** * 100% of instructional leaders, teachers, and educational assistants will participate in an initial professional learning session on the science of reading. * At least 80% of teachers and assistants will demonstrate evidence of implementing phonemic awareness and phonics strategies during classroom walkthroughs. * Instructional leaders will conduct at least two coaching cycles per teacher, focused on reading	[A 1.4.1] Professional Development Launch professional learning sessions on the science of reading with a focus on phonemic awareness and phonics. Instructional leaders, teachers, and educational assistants will participate in training, receive aligned resources, and set personal implementation goals for integrating strategies into daily instruction. Provide job-embedded coaching and model lessons during literacy blocks. Instructional leaders will conduct walkthroughs to monitor fidelity of implementation, give real-time feedback, and facilitate grade-level data meetings to identify progress and next steps in reading instruction. Sustain professional learning through collaborative PLCs where educators analyze student data, share best practices, and refine instruction. Leadership will provide differentiated professional development	Tamara P. McCray, PLC Coach; Renee Meeks, Principal	05/22/2026	School/District/Federal	

practices aligned to the science of reading. * 90% of educators will show growth in post-PD surveys, demonstrating increased knowledge and confidence in teaching foundational literacy skills. * Walkthrough data will indicate that 85% or more of classrooms consistently implement fluency, vocabulary, and comprehension strategies anchored in the science of reading. **Student Outcome Indicators** * Increase the percentage of students meeting grade-level reading fluency benchmarks by 5% from baseline. * Reduce the number of students identified as “at risk” in early literacy screeners by 10%. * At least 70% of students will demonstrate growth on comprehension assessments aligned to grade-level standards. * Increase the percentage of students On Track/Mastered in literacy on state or district assessments by 10% from the previous year.	based on observed needs and ensure the science of reading practices are embedded into long-term instructional planning and teacher evaluations.				
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[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematics standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

****Sea Isle Elementary will increase the percentage of students who meet or exceed mastery on the TCAP Assessment from 33% in SY24 to 40% in SY26.****

Performance will be measured using the following tools:

- * TNReady Assessment
- * District Formative Assessment
- * School Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion	Funding Source	Notes
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			Date		
[S 2.1] Standards Aligned Core Instruction 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. Benchmark Indicator **Implementation : ** * 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 **Effectiveness: ** * 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%	[A 2.1.1] Provide Access to Rigorous Curriculum 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.	Renee Meeks: Principal; Tamara P. McCray: PLC Coach; Sakinah Royston: Math Coach	05/21/2026	District/School/Federal Funds	

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.					
[S 2.2] Professional Development Provide ongoing, high-quality professional development for school leaders, teachers, and instructional staff. At the school level: * **School leaders will** organize and facilitate professional learning communities, model effective instructional practices, and monitor implementation to ensure alignment with school goals. * **Teachers will** engage in collaborative planning, participate in instructional coaching cycles, and apply new strategies in daily classroom instruction. * **Instructional staff will** receive job-embedded training, analyze student data to inform instruction, and share best practices during team meetings. The professional development will emphasize instructional shifts and evidence-based strategies that directly improve teaching practice and result in measurable gains in student performance. Benchmark Indicator **Implementation** * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes	[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 provide instruction for students.	Renee Meeks: Principal; Sakinah Royston: Math Coach, Tamara P. McCray: PLC Coach	05/21/2026	District/School/Federal Funds	

* Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness * 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.					
[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. ** ** ** ** Benchmark Indicator **Implementation** * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports	[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.	Renee Meeks: Principal; Tamara P. McCray: PLC Coach/RTI Lead	05/21/2026	District/School/Federal Funds	

Effectiveness * 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.					
[G 3] Chronic Absenteeism By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure **Sea Isle will reduce the percentage of chronically absent students from 16.1% in SY25 to 10% in SY26.** Interventions and supports will be measured using the following: * PowerSchool Attendance Data * PowerBI Attendance Data					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator	[A 3.1.1] Implement the RTI2 B Behavior Interventions and Supports 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	Renee Meeks: Principal; Kristine Sullivan: Assistant Principal; Dana McGhee: Professional	05/21/2026	School/District/Federal Funds	

Implementation * Daily attendance reports * 20 day attendance reports * Parent SART Meeting Sign in sheets * Principal's parent meeting sign in sheets **Effectiveness ** * 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%.	RIT2-B, each tier increases the intensity of the intervention and supports so students can be best supported within the school.	School Counselor			
[S 3.2] Professional Development Provide all faculty and staff with professional development around how to address student discipline and attendance rates. Benchmark Indicator **The following documentation will be used to monitor implementation of the strategy, including frequency:** * Daily Attendance Reports * 20-day attendance reports * Monthly Power BI attendance reports and disciplinary data * Parent SART meeting sign in sheets **The following quantifiable benchmarks that will be used to monitor the effectiveness of this strategy, including frequency:** * 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 20% monthly.	[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.	Renee Meeks: Principal; Kristine Sullivan: Assistant Principal; Dana McGhee: Professional School Counselor	05/21/2026	School/District/Federal Funds	
[S 3.3] Parent, Family, and Community Engagement	[A 3.3.1] Establish a Culture of Personal Responsibility	Renee Meeks: Principal;	05/21/2026	School/District/Federal	

****Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator **Implementation** * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Parent-teacher conference sign-in sheets/minutes for each semester **Effectiveness** * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Parent-teacher conferences each semester will result in a 5% decrease in student infractions and a 5% decrease in student absences.	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.	Kristine Sullivan: Assistant Principal; Dana McGhee: Professional School Counselor		Funds	
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Please email MCCRAYTP@SCSK12.ORG if you have comments or suggestions about the School Improvement Plan.