# Sheffield Elementary Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts** Sheffield Elementary School will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 22.4% in 2024 to 27.0% in 2025. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  I-Ready Data  School Wide Formative Assessments | | | | | |
| **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.  School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA. **Benchmark Indicator** Implementation --------------  \* Quarterly School-Wide Formative Assessment \* Weekly Monitoring of Lesson Plans \* Quarterly Formal Observation Tool     Effectiveness -------------  \* Quarterly school-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. \* Weekly monitoring of lesson plans will show that 100% of teachers are on track with following the curriculum, and overall teacher LOE will reflect level 3 or higher. \* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. | **[A 1.1.1] Implement Instructional Practices** Teachers will engage all students including TSI EL identified students in Instructional Practices, Objectives, Vocabulary, Gradual Release, and writing to increase student engagement, including TSI EL identified students , knowledge, and mastery. | Sonia Bolden (principal), Krystal Polk (PLC Coach), Herman Johnson (Dean of Students), LaTonya Woods (Instructional Facilitator) | 01/31/2025 |  |  |
|  | **[A 1.1.2] Analyze Reading Data** Teachers will analyze data from common formative assessments, District assessments, TCAP, and student work analysis on a weekly/monthly basis to determine students' deficiencies and explore opportunities to reteach standards to mastery. Teachers will use data analysis charts and hold data meetings to explain the analysis of discovered data. | Sonia Bolden (Principal), Herman Johnson (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods (Instructional Facilitator) | 02/28/2025 |  |  |
|  | **[A 1.1.3] Provide Supplemental Resources** Students and teachers will be provided with additional resources such as reading subscriptions ; online resources); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement | Sonia Bolden (principal), Herman Johnson (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods (Instructional Facilitator) | 01/31/2025 |  |  |
| **[S 1.2] Professional Development** Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** \*\*Implementation\*\*  \* Weekly PLC meeting agenda and minutes \* Monthly professional development agenda and minutes \*\*Effectiveness\*\*  \* Weekly PLCs will result in 100% of teachers receiving compartmentalized support to increase overall student achievement by 10%. \* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, which will increase student achievement by 10%. | **[A 1.2.1] Conduct Instructional Practices Professional Development** Teachers will engage in professional development during school, after school and/or on Saturday surrounding effective instructional practices. | Sonia Bolden (Principal), Herman Johnson(Dean of Students), Krystal Polk(PLC Coach), LaTonya Woods (Instructional Facilitator) | 03/28/2025 |  |  |
|  | **[A 1.2.2] Participate in Professional Development** Staff will participate in local, regional, and national professional development to strengthen content knowledge. | Sonia Bolden (principal), Herman Johnson (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods (Instructional Facilitator) | 05/30/2025 |  |  |
| **[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 --------------  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Quarterly benchmark assessment data     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. | **[A 1.3.1] Implement Response to Intervention** 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. | Sonia Bolden (Principal), Herman Johnson (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods (Instructional Facilitator) | 05/28/2025 |  |  |
| **[G 2] Mathematics** Sheffield Elementary School will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 29.5% in 2024 to 34.5% in 2025 **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  I-Ready Data  School Wide Formative Assessments | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard 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 career and college ready. **Benchmark Indicator** Implementation --------------  \* Quarterly School-Wide Formative Assessment \* Weekly Monitoring of Lesson Plans \* Quarterly Formal Observation Tool     Effectiveness -------------  \* Quarterly school-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. \* Weekly monitoring of lesson plans will show that 100% of teachers are on track with following the curriculum, and overall teacher LOE will reflect level 3 or higher. \* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. | **[A 2.1.1] Implement Instructional Strategies** Teachers will engage all students including TSI EL identified students in Instructional Practices, Objectives, Vocabulary, Gradual Release, and writing to increase student engagement, including TSI EL identified students , knowledge, and mastery. | Sonia Bolden (principal), Krystal Polk (PLC Coach) | 01/31/2025 |  |  |
|  | **[A 2.1.2] Analyze Math Data** Teachers will analyze data from common formative assessments, District assessments, TCAP, and student work analysis on a weekly/monthly basis to determine students' deficiencies and explore opportunities to reteach standards to mastery. Teachers will use data analysis charts and hold data meetings to explain the analysis of discovered data. | Sonia Bolden (Principal), Herman Johnson (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods ( Instructional Facilitator) | 02/28/2025 |  |  |
|  | **[A 2.1.3] Provide Supplemental Resources** Students and teachers will be provided with additional resources such as reading subscriptions ; online resources); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement | Sonia Bolden (principal), Krystal Polk (PLC Coach), Herman Johnson (Dean of Students), LaTonya Woods (Instructional Facilitator) | 01/31/2025 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** \*\*Implementation\*\*  \* Weekly PLC meeting agenda and minutes \* Monthly professional development agenda and minutes \*\*Effectiveness\*\*  \* Weekly PLCs will result in 100% of teachers receiving compartmentalized support to increase overall student achievement by 10%. \* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, which will increase student achievement by 10%. | **[A 2.2.1] Conduct Instructional Practices Professional Development** Teachers will engage in professional development during school, after school and/or on Saturday surrounding effective instructional practices. | Sonia Bolden (Principal), Herman Johnson(Dean of Students), Krystal Polk(PLC Coach), LaTonya Woods (Instructional Facilitator) | 03/28/2025 |  |  |
|  | **[A 2.2.2] Participate in Professional Development** Staff will participate in local, regional, and national professional development to strengthen content knowledge.  Implementation --------------  Quarterly redelivery of content knowledge.  Effectiveness -------------  Quarterly increase Math District Assessments on track and mastery to 70% or above in 2024-2025.  Biweekly increase Math Common Formative Assessments on track and mastery to 70% or above in 2024-2025. | Sonia Bolden (Principal), Herman Johnson(Dean of Students), Krystal Polk(PLC Coach), LaTonya Woods (Instructional Facilitator) | 05/28/2025 |  |  |
| **[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     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. | **[A 2.3.1] Implement Response to Intervention** 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. | Sonia Bolden (Principal), Herman Johnson(Dean of Students), Krystal Polk(PLC Coach), LaTonya Woods (Instructional Facilitator) | 05/27/2025 |  |  |
| **[G 3] Safe and Healthy Students** Sheffield ES will decrease the chronic absenteeism rate from 22.9% in 2023 to 17.1% in 2025. **Performance Measure** Interventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* Share Point | | | | | |
| **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** Implementation --------------  \* 20-day attendance reports \* 20-day suspension reports     Effectiveness -------------  \* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. \* 20-day suspension reports will reflect a 5% decrease in the student suspension rate. | **[A 3.1.1] Implement RTIB** The RTI2B team will meet to review behavioral intervention plans and progress monitoring data for scholars identified as needing behavioral interventions. A school-wide behavior flow chart includes a tally mark system, conduct grades, and consequences. The school guidance counselor will provide monthly classes to promote positive student behavior and teach lessons to guide goal-setting for desired behaviors. | Sonia Bolden (Principal), LaTonya Woods (Instructional Facilitator), Krystal Polk (PLC Coach), Herman Johnson (Dean of Students) | 05/22/2025 |  |  |
| **[S 3.2] Professional Development** Provide ongoing, high quality professional development 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. **Benchmark Indicator** Implementation --------------  \* Semesterly RTI2-B daa training agenda and minutes. Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* Monthly RTI2-B data team meetings will result in 5% decrease in student infractions \* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. | **[A 3.2.1] Conduct Professional Development for Chronic Absenteeism** Sheffield Administration Team will train and/or provide a refresher of training to the school staff to help identify, monitor and track at risk students for chronic behaviors and attendance. | Sonia Bolden (Principal), Herman Johnson (Dean of Students) | 11/29/2024 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** 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 meeting agenda and minutes. \* Semesterly parent-teacher conferences sign-in sheet/minutes.     Effectiveness\*.\* ----------------  \* Quarterly parent meetings will result in an increase in participation by at least 10% \* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. | **[A 3.3.1] Conduct Ongoing Community, Family Engagement Activities** Events will be created to give parents opportunities to engage with the school. This will form a relationship with not only the teachers but with community partners to help improve student engagement and success. | Sonia Bolden (principal), Herman Jonshon (Dean of Students), Krystal Polk (PLC Coach), LaTonya Woods (Instructional Faciliator) | 05/22/2025 |  |  |
| **[G 4] Early Literacy** By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.   By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring. **Performance Measure** Performance will be measured using the following tools:  TN Ready Assessment  I-Ready Data  School Wide Formative Assessments | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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. **Benchmark Indicator** Implementation --------------  Quarterly redelivery of content knowledge (agenda & sign-in sheets)  Effectiveness -------------  Quarterly increase ELA MasteryConnect on track and mastery to 70% or above in 2024-2025..  Biweekly increase in ELA Common Formative Assessments on track and mastery to 70% or above in 2024-2025.. | **[A 4.1.1] Participate in Professional Development** Staff will participate in local, regional, and national professional development to strengthen content knowledge. | Sonia Bolden (Principal), Krystal Polk (PLC Coach) | 01/30/2025 |  |  |