

**Need to be Addressed:**

- ELA performance is low

**Possible causes to be addressed:**

- Students and teachers need additional support to close gaps and reach levels of proficiency
- Students miss a lot of instruction in ELA due to absences

Goal(s): By May 2023, CRE will Increase student levels of proficiency in ELA to 70% or more students K-5 scoring proficient or above as measured by MAP Assessment. and GKIDS for Kindergarten.

Decrease by 12% the number of students K-5 who miss greater than 10% or 18 of the days enrolled in school.

**Action Plan (How we are going to address the weaknesses to achieve the goal)**

Step #	Action to be Taken	Criteria for Implementation	Criteria for Student Achievement	By Who(m)	When
Step 1	Define consistent instructional and assessment practices for all students who are not performing at proficiency levels	Daily Schedules Lesson Plans	Data Notebooks and progress monitoring data will be used to ensure students are making progress in the ELA achievement.	All teachers Administration Academic Coach	By September 1
Step 2	Continue the implementation of music program	Activity Schedule for music	TKES observation Lesson Plans	Music Teacher Administration	Each Semester
Step 3	Hire full time family engagement to capacity of families to support strategies at home that will enhance student learning in ELA	Parent / caregiver attendance <b>sign in sheets to events with ELA</b> foundational skills will be maintained.	Effectiveness will be documented by the number of families who attend these events.	Family Engagement Coordinator (Philpott) All Teachers of ELA	Ongoing for all events
Step 4	Employ two teachers to support students in Tier 2 or 3 of MTSS with closing the gaps for learners in ELA as well as work with teachers to accelerate the	Daily Schedule for two teachers who provide additional support.	End of year summary of individual student progress supported by these teachers.	JLee/ Kay Interventionist Parapros	Lee/ Kay will turn in monthly schedule to AP for themselves, ESSR paraprofessionals with list of students served

	curriculum for high achieving students				
Step 5	Purchase books, kits, and other materials needed to support intervention and acceleration in ELA	Evidence for implementation will include purchase orders and inventories of newly purchased items	TKES Observation ratings for Standard #3 and #4	ELA teachers Academic Coach Administration Accounting Secretary	September December February
Step 6	Purchase Reading Plus, Education Galaxy, ESIG, Raz Kids, and additional programs to support ELA, and document learning	Teacher classroom reports for purchased programs will be kept in a teacher data notebook	Data from teacher reports will be artifacts for effectiveness.	K- ESGI K-5 Education Galaxy Reading Plus 3-5 Happy Numbers Raz Kids (k-2) *K-5 Teachers	When will you check? September, December, March, May
Step 7	Purchase and repair technology equipment and software to support ELA instruction	District and school technology tickets will be used to determine individual technology needs	There will be zero open tickets for technology needs or repairs at the end of each nine weeks.	Teachers Media Specialist Administration District Tech Support	Monthly
Step 8	Develop a school wide plan to address students with chronic attendance, tardy, and early dismissal concerns	Power School monthly attendance data will show a decrease in student absences	Power School data will be used to determine effectiveness of attendance goals.	All teachers Pre K-5th grade Guidance Counselors Administration	Monthly

Need to be addressed:

**Refined and improving organizational systems and processes to support all students and staff**

Possible causes to be addressed:

- Lack of teachers sharing data, instructional ideas, and curriculum plans to guide school decisions
- Teacher leaders need to be identified and supported
- A solid mentoring program is needed

**Goal(s):** *By May 2023, 100% of new teachers will have participated in a school developed mentoring program by having a mentor.*

*A minimum of 5 teachers will be identified as teacher leaders and lending support to refinement and improvement of processes and organizational systems.*

**Action Plan (How we are going to address the weaknesses to achieve the goal)**

Step #	Action to be Taken	Criteria for Implementation	Criteria for Student	By Who(m)	When
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			<b>Achievement</b>		
<b>Step 1</b>	A school developed mentoring program will be implemented for all new teachers.	Implementation success will be meeting log dates between mentor and mentee	TKES observations will document effectiveness of program	New teachers list Mentor list Assistant Principal	Monthly
<b>Step 2</b>	Teacher leaders will be identified and become part of the school leadership team making decisions regarding instruction, assessment, data, and curriculum.	Leadership Team meeting minutes, attendance and agendas will serve as documentation for implementation.	MAP growth data from reading in Winter and Spring will be used to monitor effectiveness	Staff Identified as Leadership Team members Administration	Monthly
<b>Step 3</b>	A Leader Academy will be implemented to support the growth of future leaders in the school	A list of teachers will be developed to become the CRE Teacher Leaders.	TKES ratings on Standards #9 and #10 will be used to monitor effectiveness.	Teachers selected as teacher leaders Administration	Each semester
<b>Step 4</b>	Funding for stipends for mentoring program, subs for professional learning days, subs for leadership meetings, professional literature, books, and resources	Substitute paperwork and sign in sheets for meetings will be used as artifacts for implementation.	TKES ratings on Standards #9 and #10 will be used to monitor effectiveness.	Absentee Clerk, teacher leaders, mentors, mentees, Accounting Secretary Principal Assistant Principal	Throughout the year August-May

Need to be addressed:

**Improve stakeholder engagement to support student achievement, governance, and families**

**Possible causes to be addressed:**

- Due to covid lack of community involvement in the school
- Lack of involvement of parents to support the school - School Council, PTO, volunteers

By May 2023, 95% of student's parents or caregiver will attend/participate during the year in these three events for their child: attend academic meetings, participate in a phone conference, attend other family events at the school to improve engagement and ELA proficiency.

**Action Plan (How we are going to address the weaknesses to achieve the goal)**

<b>Step #</b>	<b>Action to be Taken</b>	<b>Criteria for Implementation</b>	<b>Criteria for Student Achievement</b>	<b>By Who(m)</b>	<b>When</b>
Step 1	Determine the school plan and calendar of events for family engagement	A School Family Engagement Calendar will be created each semester and shared for all families.	Effectiveness of the implementation will be the calendar and number of families who sign in as attendees at each event.	Family Engagement Coordinator Administration Teachers	August 22 January 23
Step 2	Principal will make contacts to start a new school council	School Council Agenda and sign in sheet will be created for each meeting.	Effectiveness will be a quorum for 3 of 4 meetings.	Principal 2 Teachers Stakeholders	September 22 December 22, March 23 June 23
Step 3	Teachers will keep a Parent/ Caregiver Spreadsheet to record contacts of family or caregiver phone calls, attendance at meetings and participation in events.	Homeroom teachers will keep a spreadsheet to document a minimum of 3 contacts per family during the year. 1 phone call, 1 data meeting (in person), and 1 family event attendance.	Effectiveness will be demonstrated by the number of families that achieve the 3 contacts.	All Homeroom teachers will have spreadsheet to record engagement opportunities FEC Administration	October, December, February April
Step 4	Family Engagement Coordinator will collaborate with teachers for parent-teacher conferences and meetings held in October and February using results from MAP tests as key data elements.	Family/ caregiver sign in sheets from meetings in October and February.	Effectiveness of the meetings will be determined by the number of families who participate in both meetings.	All teachers in grades 1-5 Family Engagement Coordinator (FEC) Administration	September/ October 22 January/ February 23