

Action Plan 2024- 2025

MCE



Mason-Corinth Elementary School



Student-Centered Excellence

STATE ACCOUNTABILITY AREA	2023-2024 STATUS SCORE	2023-2024 CHANGE SCORE	2025 STATE GOAL (End of Year Goal)	2027 STATE GOALS (Three Year Goal)
<i>State Assessment for Reading and Mathematics</i>	38.1	-1.8	By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in Reading from 20% to 37% . By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in Math from 17% to 35% .	By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in reading to 55% By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in math to 55%.
<i>Science, Social Studies and Writing</i>	39.8	-22.7	By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in Science from 7% to 25% . By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in Social Studies from 13% to 25% . By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in Writing from 19% to 25% .	By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Science to 45%. By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Social Studies to 50%. By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Writing to 60%.
<i>Achievement Gap</i>	No Minimum	No Minimum	By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in reading for disability (IEP) gap group to 25% . By the end of the 24-25 school year, Mason-Corinth Elementary School will increase proficiency in math for disability (IEP) gap group to 25%.	By the end of the 26-27 school year, Mason-Corinth Elementary School will increase reading proficiency in our disabilities gap group to 35%. By the end of the 26-27 school year, Mason-Corinth Elementary School will increase math proficiency in our disabilities (IEP) gap group to 40%.
<i>English Learners</i>	No Minimum	No Minimum	By the end of the 24-25 school year, all EL students will increase their ACCESS Composite by at least 0.5 points .	By the end of the end of the 26-27 school year, all EL students will increase their ACCESS Composite by 1.5 or will move to monitoring status .
<i>Quality of School Climate and Safety</i>	75.1	4.6	By the end of the 24-25 school year, the QSCS status score will increase; from 75.1% to 77% .	By the end of the 26-27 school year, the QSCS status score will increase to 80%.

2024-2025 Objectives (Based on Needs Assessment)			
2024-2025 Objectives	Measure	STATE ACCOUNTABILITY AREA	Key Core Work Processes
Mason-Corinth Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.	- increased proficiency on the Grant County Schools Professional Learning Community rubric - increased scores on common assessments for all content areas - increase in projected proficiency and growth on MAP scores	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap English Learners	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Mason-Corinth Elementary School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2024-2025 school year.	- increase percent of "meets expectation" rating on Instructional Visit tool data	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Mason-Corinth Elementary School will adopt and deploy high-quality instructional resources to ensure student growth in reading and math by the end of the 2024-2025 school year.	- increase in the percentage of students who show mastery of priority standards on common assessments -increased growth and/or projected proficiency on MAP scores	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Mason-Corinth Elementary School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.	- 2% decrease in teachers with 1-3 years experience according to the school report card	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Mason-Corinth Elementary School will provide effective supports for EL/Multilingual learners by the end of the 2024-2025 school year.	- average increase of 0.5 on ACCESS scores	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture

Mason-Corinth Elementary School will provide effective supports for Special Education students by the end of the 2024-2025 school year.	<p>- increase in the percentage of special education students who show mastery of priority standards on common assessments</p> <p>-increased growth and/or projected proficiency on MAP scores (special education sub-group)</p>	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p>	<p><i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Mason-Corinth Elementary School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.	<p>- increase in documented positive behaviors based on DoJo Points and reduction in IC Behavior Referrals</p>	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p> <p><i>Quality of School Climate and Safety</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Mason-Corinth Elementary School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for the next grade band by the end of the 2024-2025 school year.	<p>- documentation of progress on the SUCCEED plan for grades K-5</p>	<p><i>Quality of School Climate and Safety</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Mason-Corinth Elementary School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.	<p>- 5% increase in ADA</p>	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p> <p><i>English Learners</i></p> <p><i>Quality of School Climate and Safety</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Mason-Corinth Elementary School will implement a highly effective safety plan by the end of the 2024-2025 school year.	<p>- safety walkthroughs</p>	<p><i>Quality of School Climate and Safety</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>

High Quality Instruction and Closing the Gap											
Objective 1 and Measures of Success - Implement PLCs											
Funding Sources: None Needed						Measures of Success: GCS PLC Rubric, Common Assessment Data, MAP Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Mason-Corinth Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Systemize the Role of Guiding Coalition	- Meet with GC to go over actions to create school goals and purpose of GC. - Admin creates activities for GC to work on during meetings (action based) - Admin reviewing GC book to develop activities for each meeting	- GC shares school goals and GC actions at first faculty meeting (PLC process included and celebrating the work by sharing)	- GC meeting activity:	- GC meeting activity: * Created a form to begin collecting information to create new school Mission/Vision * Created a ROAR poster for classrooms/hallways with examples of what ROAR represents at each letter * PBIS work for 1st rewards day - Reviewed behavior data	- GC Meeting activity: * Review data collected to this point from the survey * Look at data from the new arrangement of 4th/5th to see if the changes are working * Discuss KSA Data that will roll out to staff * Begin work on Writing Plan for K-5th * Review PBIS Data - update any areas/create lesson plans for those * Collect ideas for how to reteach expectations * Review how 1st reward went	- GC Meeting activity: * Find commonalities in data from Mission/Vision Forms * Narrow down what we would like to see in our Mission * Begin drafting new statement * PBIS data * Plan for 2nd Reward Day * ERQ work * PLT Rubrics	* Finalize the Mission/Vision * Present ERQ work and Writing Plan to staff on PD Day	* Update on SUCCEED/Deeper Learning * Review PBIS Data for S2 * Begin discussing the schedule/needs for the 25-26 school year	* Review SUCCEED Exit criteria for 5th grade (begin planning the assessment of it) Like last year??? * Mason Marketplace - discuss and plan * Discuss schedule/needs for the 25-26 school year	* SUCCEED exit presentations for 5th grade * All other grades must be complete * PBIS rewards day * Begin to finalize master schedule * Update on Writing Plan for full implementation 25-26 school year	* Finalize master schedule * GC will work with Grade Level teams to create rosters for home rooms * Plan PBIS reward * Plan Field Day schedule
Implement Priority Standards	-Admin will develop plans for setting, tracking, and displaying school-wide goals, grade level goals, classroom goals, and individual student goals.	-Admin will develop plans for setting, tracking, and displaying school-wide goals, grade level goals, classroom goals, and individual student goals.	Use data to determine priority skills for the year to focus on	Based on new data, Admin creates plan for addressing the writing priority skill.	Students in 3-5 will complete a constructed response prompt to get a baseline and see the structures students use to answer	Curriculum specialist will present options for a school-wide ERQ structure to guiding coalition. The coalition will choose the option we will use across all grade levels. Format chosen will be shared with staff at staff meeting.	January PD day- 1/2 day will be devoted to presenting the ERQ format, materials, and plan to staff. Grades 3-5 will use 2 weeks of All Block time to devote to teaching the new ERQ format to students. Then, they will use the format with classroom assignments. Last Monday of the month- students will complete a formal ERQ in Reading and Math on paper.	February 24- Students in 3-5th will complete a formal ERQ in Reading and Math on paper.	March 31- students in 3-5th will complete a formal ERQ on the computer. 3rd grade - Reading and Math; 4th grade - Reading and Science; 5th Grade: Reading and Social Studies.	April 28 - students in 3-5th will complete a formal ERQ on the computer. 3rd Grade - Reading and Math; 4th Grade- Science and Math; 5th Grade - Social Studies and Math.	Guiding Coalition will evaluate effectiveness of the ERQ structure and determine a plan for 2025-2026 school year.
Implement Systematic and Systemic Tier 2 Intervention	- Work on MTSS System	- Continue working on MTSS system and implement plan - Skills Block planning meeting with K-2 - CS training intervention team to give EL benchmarks, core phonics screener, data tracker, math readiness test	- Analyze data and select groupings - Begin implementing UFLI for 3-5 -Begin skills block small groups for k-2 -Begin RTI groups for Envision based on Readiness testing -Set up IXL plans for all student 1-5 -Support teachers	-Review progress monitoring data and determine changes that may need to be made * New schedule created for 3-5th grade/Special Areas * Whole Child Meeting to Discuss Tier II and III students, utilize data from previous school year * Check on status of students this year vs. last year, do any need released from Tier II	- Intervention Walkthroughs will begin -Discuss Tier 2 data tracking in PLT -Whole Child Meeting to discuss student progress.	-Continue Intervention walkthroughs -Monitor T2 data - Core Phonics MOY screeners will be given to determine effectiveness of UFLI program. -MOY MAP data analysis -Whole Child Meeting to discuss student progress	PLT discussions about how to use the data to regroup students, or leave them where they are. PLT time devoted to professional learning with UFLI. -Update intervention notes in IC -Whole Child Meeting to discuss student progress	Intervention walkthroughs will continue. Intervention plans will be updated based on latest data. -Update intervention minutes in IC. -Update intervention minutes in IC. -Whole Child Meeting to discuss student progress	Intervention walkthroughs will continue. Intervention plans will be updated based on latest data. -Update intervention minutes in IC. -Admin start looking ahead to the master schedule to possibly have an aligned math intervention time set up similar to Reading. -Whole Child Meeting to discuss student progress	Intervention walkthroughs will continue. Intervention plans will be updated based on latest data. -Update intervention minutes in IC. -Whole Child Meeting to discuss student progress	Intervention walkthroughs will continue. Intervention plans will be updated based on latest data. - Update intervention minutes in IC. -Whole Child Meeting to discuss student progress and plans for next year.
Implement a Comprehensive and Consistent Data Analysis Protocol		-Set up data tracker for teachers -Review data tracker expectations -Develop plan for how data tracker will be reviewed prior to Whole Child meetings to check progress/reading plan updates	-Use District Data protocol to review MAP results -Determine protocol for updating progress of reading plans/intervention plans and	-Use the protocol to update progress on reading plans/intervention plans for discussion in whole child meeting	Look at changes that need to be made to data protocol	Data protocol to focus on Universal Screener, Diagnostics, Benchmarks, and Intervention Tracking to provide a comprehensive view of students. Review this data	- MAP data review of growth at Staff Meeting. - Make any adjustments to groups of students from the Diagnostic Benchmark assessments and Intervention Tracker	Monitor RTI groups and check assessment tracker for updates	Data protocol to focus on Universal Screener, Diagnostics, Benchmarks, and Intervention Tracking	- MAP data review of growth at Staff Meeting. - Make any adjustments to groups of students from the Diagnostic Benchmark assessments and Intervention Tracker	- Use results from EOY assessments to plan student classes and groups to start the 25-26 school year
Provide Professional Learning and support for Teachers	Develop PLC schedule and expectations	-Review PLT schedule with Guiding Coalition and staff -Review PLT expectations (Collab time/ Planning Time)	- Begin PLT meetings and set norms/roles -Set purpose for each PLT focus	-Choose a literacy strand to focus on (October - fluency) - Analyze our current instruction to determine how we are meeting this strand currently and identify areas for improvement. -Present strategies that could be used to improve this instruction and plan for how to implement. -Conduct early literacy walkthroughs with Amelia Powers to make a plan for strengthening our Tier 1	-Share data with teachers about trends in sentence reading fluency -Develop a routine to use each day with K-3 students, and struggling 4-5 for intervention -Implement professional learning suggested by Amelia Powers' visit -Develop a multi-syllabic word attack strategy that will be used whole-school (if appropriate) and create materials that will hang in each classroom and be taught to students -Use Math PLT time for collaborative planning using EnVision resource -Using the Instructional Practice Guide for K-3 Foundational Skills, have teachers reflect on their classroom practice and identify areas of strength and areas for growth.	-Support teachers as they implement the fluency routine and activities -Implement professional learning suggested by Amelia Powers' visit -Share Core Actions from the What Works Clearinghouse with 3-5th grade teachers and determine where we are strong and what our next steps will be for growth -	- PD Days: ERQ Format PD with staff, Writing Revolution, NKCES Behavior, Skill Block, UFLI, Math Curriculum Mapping	-Use Math PLT time for collaborative planning using EnVision resource -Using the Instructional Practice Guide for K-3 Foundational Skills, have teachers reflect on their classroom practice and identify areas of strength and areas for growth.	-Use Math PLT time for collaborative planning using EnVision resource -Using the Instructional Practice Guide for K-3 Foundational Skills, have teachers reflect on their classroom practice and identify areas of strength and areas for growth. - March PD Day: RTI Plans (academic and behavior) address at the 3rd quarter; review plans for students, check mid-term growth MAP assessment data review data, plan created for rest of school year.	-Use Math PLT time for collaborative planning using EnVision resource -Using the Instructional Practice Guide for K-3 Foundational Skills, have teachers reflect on their classroom practice and identify areas of strength and areas for growth.	- Passing of the Torch Day: teachers meet with next grade level to divide up, discuss plans, and to see next steps for students

High Quality Instruction and Closing the Gap											
Objective 1 and Measures of Success - Implement PLCs											
Funding Sources: None Needed						Measures of Success: GCS PLC Rubric, Common Assessment Data, MAP Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Mason-Corinth Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement Systematic and Systemic Tier 3 Intervention	-Work on MTSS system	- Continue working on MTSS system and implement plan - Skills Block planning meeting with K-2 - Shelly training intervention team to give EL benchmarks, core phonics screener, data tracker, math readiness test -Determine and create a sample of what formal intervention plans will look like	-All data entered into the tracker from BOY assessments -Implement UFLI based on Core Phonics Screener for 3-5 -Implement skills block small groups based on Benchmark assessment data for all students K-2 -Implement RTI groupings based on EnVision Readiness data for all students K-5 -Set up IXL plan for all students 1-5 -Develop Formal Reading Intervention Plans for 4th graders	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting - Determine weekly progress monitoring based on classroom data from EnVision -Finalize Reading Improvement Plans for grades 1-5 and get them ready to be shared with parents -CS to attend the train the trainer UFLI training from NKCES	-Begin intervention walkthroughs -Monitor data -Begin entering info into IC regarding intervention plans	-Intervention walkthroughs -Monitor data -Assess progress of students at the end of the month -Analyze MAP data for student progress	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting -Review of Reading Improvement Plans for grades 1-5 update progress	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting	-UFLI progress monitoring data review for Whole Child Meeting -Skills Block progress monitoring data review for Whole Child Meeting -Review of Reading Improvement Plans for grades 1-5 update progress -Analyze MAP data for student progress
Objective 2 and Measures of Success - Enhance Instructional Protocol											
Funding Sources: None Needed						Measures of Success: Instructional Visit Data					
STRATEGIES	Mason-Corinth Elementary School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refocus on Characteristics of Each IP Component		-Review new walkthrough tool with staff -Admin determine walkthrough schedule and expectations -Review the characteristics of quality instruction (IP components) and have teachers decide the area they want to focus on	-Admin partner walkthroughs to calibrate -Set PGPs with one goal being related to the growth area of IP that teachers have chosen	-Schedule walkthroughs that focus on the identified area of growth for each teacher	-Schedule walkthroughs that focus on the identified area of growth for each teacher	-Schedule walkthroughs that focus on the identified area of growth for each teacher -Have teachers reflect on their progress toward their instructional goal they have set	-Curriculum specialist will use walkthroughs through the lens of how it fits within the HQIR -Principal will use walkthroughs through the instructional and engagement lens.	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff
Launch and Implement Inquiry-Based Components of IP		-Inquiry-Based Component professional development offered to teachers -Inquiry-Based print materials shared with staff -Staff discussion during Math PD of how Inquiry-based works with new curriculum	-Introduce the planning support document for IB-IP to teachers	-Implement 3 Act Math Tasks built in to EnVision Math	-Visit classrooms during 3 ACT math tasks and talk with teachers about how they are going	PLT time will be utilized to learn how the Math HQIR is inquiry based. Start looking at the Solve and Share and the effective teaching practices.	Curriculum specialist will use PLT time to provide professional learning about the math curriculum that is based on the inquiry structure. Walkthroughs will focus on the Solve and Share portion of the lesson.	Walkthrough feedback will be given focusing on the Solve and Share portion of the inquiry lesson.	Curriculum specialist will use PLT time to provide professional learning about the math curriculum that is based on the inquiry structure. Walkthroughs will focus on the Visual Learning Bridge portion of the lesson.	Walkthrough feedback will be given focusing on the Visual Learning Bridge portion of the inquiry lesson.	Determine goals for the inquiry based Math HQIR implementation the 2025-2026 school year.
Embed Academic Behaviors and SEL in IP			- Refer teachers to school counselor who are struggling - Complete IP/PBIS walkthroughs to calibrate	Creation of ROAR document and reviewed with GC that lists how ROAR looks in both academic and behavioral settings	-Students will have their data folders complete and utilize those to self-monitor -Talk to staff about the importance of letting students own their goal setting and building in time for them to reflect on their progress periodically	-Students will update their data folders with new MAP scores and reflect on their progress so far this year.	-Curriculum specialist will use walkthroughs through the lens of how it fits within the HQIR -Principal will use walkthroughs through the instructional and engagement lens. - School Counselor will use walkthroughs through the SEL and Behaviors lens. - NKCES present PD on Responsibility Centered Discipline	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff	- Discuss Walkthrough Data at Leadership Team Meetings - Tier Teachers - Work in coaching cycles with Tier III staff
Provide Professional Learning and Support for Teachers		- NKCES training to staff - Staff to create classroom expectations - Staff to collaborate with gradelevel for expected norms -Review of IP components will be done during PD days	- PBIS lessons created for teachers to review expectations - School counselor working with behavior strategies/teacher -Admin to determine pressing instructional needs as they conduct calibration walkthroughs	- Use walkthrough feedback to offer support to teachers -Begin coaching cycles	-Continue coaching cycles to support teachers -Discuss walkthrough feedback with teachers to give support	-Continue coaching cycles to support teachers -Discuss walkthrough feedback with teachers to give support	- NKCES present PD on Responsibility Centered Discipline - Writing Revolution Plan - ERQ 1.4, 2.6, 3.8 Response Structure	Monitor implementation of second semeser PD's	Monitor implementation of second semeser PD's	Monitor implementation of second semeser PD's	Monitor implementation of second semeser PD's
Objective 3 and Measures of Success - Adoption and Implementation of High-Quality Instructional Resources											
Funding Sources: None Needed						Measures of Success: Common Assessment Data, MAP Data (as applicable)					
STRATEGIES	Mason-Corinth Elementary School will adopt and deploy high-quality instructional resources to ensure student growth in reading and math by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Launch High-Quality Instructional Resources		-Ensure all teachers have all necessary materials (digital and print) for Envision Math -Ensure all teachers have all necessary materials (digital and print) for EL Education -Plan for readiness testing with staff	-Begin teaching topics following the pacing guides -Utilize the unit planning document template to understand the curriculum better.	- Dig into the instructional routines that EnVision uses to understand how to implement them in the classroom	Share implementation goals for this year and have teachers reflect on where we are -Determine next steps toward goals	-Monitor implementation goals -Utilize PLT time to support teachers toward implementation goals.	- HQIR Walkthroughs - Utilize KDE tool - Focus on different lens when completing WT's	-Monitor implementation goals -Utilize PLT time to support teachers toward implementation goals. - HQIR Walkthroughs - Utilize KDE tool - Focus on different lens when completing WT's	-Monitor implementation goals -Utilize PLT time to support teachers toward implementation goals. - HQIR Walkthroughs - Utilize KDE tool - Focus on different lens when completing WT's	-Monitor implementation goals -Utilize PLT time to support teachers toward implementation goals. - HQIR Walkthroughs - Utilize KDE tool - Focus on different lens when completing WT's	-Monitor implementation goals -Utilize PLT time to support teachers toward implementation goals. - HQIR Walkthroughs - Utilize KDE tool - Focus on different lens when completing WT's

High Quality Instruction and Closing the Gap											
Objective 1 and Measures of Success - Implement PLCs											
Funding Sources: None Needed						Measures of Success: GCS PLC Rubric, Common Assessment Data, MAP Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Mason-Corinth Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Facilitate Curriculum-Based Professional Learning for HQIR		-Complete launch training with staff provided by EnVision -Lead Big Picture Planning with staff to understand the curriculum design and materials -Roll out new math pacing guides and discuss the structure with staff	-Complete Topic Planning with staff for 1st quarter (Internalizing Topics, Alignment to Standards, Pacing, Assessment and MTSS)	-Begin Topic Planning with staff for 2nd quarter	Based on new learning, PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will be focused on the Inquiry Based model and the 8 Effective Teaching Practices. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the Sound Shuffle Routine. 3-5 Literacy PLT will focus on the Phonemic Awareness Drill in UFLI	PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will be focused on the Solve and Share structure and the 4 effective teaching practices embedded within.. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the High Frequency Word Routine. 3-5 Literacy PLT will focus on the Visual and Auditory Drills in UFLI.	PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will continue to be focused on the Solve and Share structure and the 4 effective teaching practices embedded within.. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the entire opening and routines within. 3-5 Literacy PLT will focus on the Blending and New Concept Drills in UFLI.	PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will be focused on the Visual Learning Bridge structure and the effective teaching practices embedded within.. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the poem launch . 3-5 Literacy PLT will focus on the Word Work routine in UFLI.	PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will continue to be focused on the Visual Learning Bridge structure and the effective teaching practices embedded within.. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the word work and chaining routines. 3-5 Literacy PLT will focus on the Connected Text routine in UFLI.	PLT time will be utilized to provide professional learning about the structure of the HQIR. Math PLTs will continue to be focused on the Convince Me structure and the effective teaching practices embedded within.. K-2 Literacy will be based on the routines of the Skills Block HQIR, specifically the remainder fo skills block routines. 3-5 Literacy PLT will focus on the decodable routine in UFLI.	Set goals for curriculum embedded professional learning for the 2025-2026 school year.
Monitor and Support Implementation of HQIR	Provide teachers with access to HQIR Analyze new skills block materials	-Share Unit Plan documents and process with staff -Plan 1st unit with teachers to work through the process of unit planning	-Train teachers to implement math readiness assessments -Analyze math data during a September PLT	-Revisit unit plans after instruction from 1st quarter to revise as needed for next year -Review data from 1st quarter topic assessment and develop MTSS plan for 2nd quarter	*Monitor Unit Plans -Plan with grade levels/teachers during PLT time	Classroom visits to how we are utilizing the HQIR currently.	Walkthroughs and feedback given regarding Solve and Share, Sound Shuffle, and Phonemic Awareness Drills	Walkthroughs and feedback given regarding Solve and Share, Skills Block Opening routines and Phonemic Awareness, Visual and Auditory Drills in ULFI.	Walkthroughs and feedback given regarding Solve and Share, Skills Block Opening routines and Phonemic Awareness, Visual and Auditory Drills in ULFI.	Walkthroughs and feedback given regarding Solve and Share and Visual Leaning Bridge, Skills Block Opening routines and Poem Launch, and Phonemic Awareness, Visual and Auditory, Blending and New Concept Drills in ULFI.	Set goals for curriculum embedded professional learning for the 2025-2026 school year.
Adopt High-Quality Instructional Resources for 25-26				* Work with 4th Science and 5th Social Studies teachers to find HQIR for the respected subjects * For with 4th-5th teachers on PD opportunities to improve instruction in NON Math/Reading subjects	* Work with 4th Science and 5th Social Studies teachers to find HQIR for the respected subjects * For with 4th-5th teachers on PD opportunities to improve instruction in NON Math/Reading subjects	* Work with 4th Science and 5th Social Studies teachers to find HQIR for the respected subjects * For with 4th-5th teachers on PD opportunities to improve instruction in NON Math/Reading subjects	* Work with other schools to create a cadre for Social Studies/Resources - Spoke to J. Kellam and J. Kinmon on developing this idea	* Work with other schools to create a cadre for Social Studies/Resources - Spoke to J. Kellam and J. Kinmon on developing this idea	* Work with other schools to create a cadre for Social Studies/Resources - Spoke to J. Kellam and J. Kinmon on developing this idea	* Work with other schools to create a cadre for Social Studies/Resources - Spoke to J. Kellam and J. Kinmon on developing this idea	* Work with other schools to create a cadre for Social Studies/Resources - Spoke to J. Kellam and J. Kinmon on developing this idea
Objective 4 and Measures of Success - Train and Retain Teachers											
Funding Sources: None Needed						Measures of Success: Decrease in teachers with 1-3 years experience					
STRATEGIES	Mason-Corinth Elementary School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Develop and Implement New Teacher Support Plan		-Develop a guide book for new staff that explains the ins and outs, the whos and whats, of MCE -Match any new teachers with a GCIP mentor, if applicable -Select and Implement the first Admin Character Dare (1st Year Gift)	-Implement admin Character Dare (EMR for staff) -Implement the Staff Success Committee which will choose a new staff member to send a "surprise" positive note to -Host the monthly new staff check-in -Admin begin creating system for new teacher support (before school onboarding steps)	-Add to new teacher support system strategies for tiered support for teachers (Emergency Certified, 1st year certified, 2nd year, 3rd year, etc -Character Dare for Month	-Coaching Cycles will be implemented to support teachers -Planning with new teachers for support -Add to new teacher support system strategies for tiered support for teachers	-Coaching Cycles will be implemented to support teachers -Planning with new teachers for support -Add to new teacher support system strategies for tiered support for teachers - Utilize Guest Teachers (if possible) to allow teacher observations in building	- Work during PD days for curriculum work and behavior supports to re-implement during S2 weeks back	- New teacher meetings to focus on Tier II/III as the year begins to wind down (still work to do) - Strategic planning with new teachers for behavior to prevent increase in academic defiance	- New teacher preparation for KSA testing (in addition to whole school training) - Coaching Cycles for teachers who are showing signs of need	- Meet with new teachers for Test Taking Management strategies - Focus on EOY assessments, data, and how to triangulate data prior to creating 25-26 class rosters	- Work with new teachers on closing out the school year - Planning for BOY 25-26 - Ensure all documents are in a folder for staff to utilize 25-26
Objective 5 and Measures of Success - Support Multilingual Learners											
Funding Sources:						Measures of Success: WIDA ACCESS Results					
STRATEGIES	Mason-Corinth Elementary School will provide effective supports for EL/Multilingual learners by the end of the 2024-2025 school year.										
	July Activities/Evidences	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Individualized instruction appropriate to students' current LPL to develop English language skills to use in class and beyond, via pull out or push in strategies	Lesson plans, student word samples, scores tracking sheet, ACCESS scores, Can-Do descriptors	Screen students new to WIDA school; review ACCESS Scores and PSPs; get to know you lesson plans to assess functional application of LPL skills and build rapport	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Conduct ACCESS Testing	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.
Monitoring of students tested out or students receiving "check-in" services	Monitoring status forms, google forms responses, personal emails, yearly ML checklist	Review year checklist to ensure that monitoring is reflected appropriately in the schedule	Getting to know students' unique strengths and personalities to determine types of services best suited to their needs, be it pull-out, push-in, or check-in.	Monitoring google form revised and sent out to content teachers; responses organized onto yearly monitoring form for their cumulative folder.	email correspondence as needed for monitored and check-in students.	Send out monitored student form again at end of 2nd quarter; organize and record responses on form for cum folder.	email correspondence as needed for monitored and check-in students.	email correspondence as needed for monitored and check-in students.	Send out monitored student form again at end of 2nd quarter; organize and record responses on form for cum folder.	email correspondence as needed for monitored and check-in students.	File monitoring form in cum folders for exited students
Collaborating with other Multilingual Specialists/ professional development	Meeting agendas, conference notes, topic lists for GCS ML PLNs, personal emails collaborating	PD days at the beginning of the school year to collaborate and organize across the multiple schools, screener shadowing at Sherman; WIDA trainings for screener		GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 11/1; GCS MLL PLN meetings ~2x/month; NKCES WIDA ELD standards training 11/18	OVEC MLL PLN 12/6; GCS MLL PLN meetings ~2x/month; WIDA ACCESS trainings online	ACCESS Testing shadowing KN at CMZ 1/7; GCS MLL PLN meetings ~2x/month	GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 3/7; GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 4/18; GCS MLL PLN meetings ~2x/month	GCS MLL PLN meetings ~2x/month

High Quality Instruction and Closing the Gap											
Objective 1 and Measures of Success - Implement PLCs											
Funding Sources: None Needed						Measures of Success: GCS PLC Rubric, Common Assessment Data, MAP Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Mason-Corinth Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Collaborating with content educators and admin	email correspondence, copies of adapted resources made together, collaborative conferences	Attend school open house 8/21 with teachers to assist Spanish speaking families, PSP meetings; email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	Oct.15th collaborate with teachers during Family Literacy Night; email or conversations before/after school, collaborative parent communications or conferences	Nov. 4th collaborate with parent conferences day; email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences
Professional learning provided to other relevant individuals	PSP information provided to teachers at PSP meeting, ML newsletter and info sheets, email consultations,	PD session about MLLs offered on PD day in August via Ms. Northcutt and Mrs. Freeman; Informational sheets accompanying the PSP meetings	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.
Promote parent engagement and support	Sign in sheet from family engagement events, personal emails, forwarded community resources, Remind text thread, translated PSP paperwork, parent conference notes or schedules	DRE open house 8/1 (off location) attend and assist Spanish-speaking families, introduce myself; introduction letter and program information sent home; email, text, phone, and in-person meetings for PSPs	Ongoing communication home via Remind text and email	Oct. 3 ML family field trip to Country Pumpkins; Oct. 15th during Family Literacy Night meet and greet with parents and provide ML literacy information; Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email
Achievement Gap - Support for Special Education											
Funding Sources: None Needed						Measures of Success: common assessment data, MAP growth and/or projected proficiency data					
STRATEGIES	Mason-Corinth Elementary School will provide effective supports for Special Education students by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Provide Professional Learning for Teachers		-Provide opportunities for professional development during district PD days			-Start a new PLT for Special Education Teachers -Use PLT time to discuss literacy strategies - UFLi lesson integration for 3-5th	-Analyze MAP data for Special Education students in PLT - UFLi collaborative PLT 3-5th T -Set guidance for scoring UFLI assessments for students,with goals relating to OT and Basic Reading	Continue Professional Learning during PLT for UFLI -Review data to see how students are progressing	Continue Professional Learning during PLT for UFLI -Review data to see how students are progressing	Continue Professional Learning during PLT for UFLI -Review data to see how students are progressing	Continue Professional Learning during PLT for UFLI -Review data to see how students are progressing	Set goals for 2025-2026 school year.
Develop model co-teaching classroom(s)		-Finalize schedules to determine collaboration time	* Non-negotiables and expectations were created for Sped Teachers and Reviwed with them.	* Reworked 3rd-5th grade schedules to allow more collaborative/co-teaching time with Sped Teacher and Gen Ed. * Invite Kate to help me create a PLT for Sped Teacherstaff * Ask Kate to do a coaching cycle with both Sped teachers	- New schedule created to accomodate more time in classrooms for collab. (Both teachers) - Sit down with both SpEd teachers to look over student case-load and minutes received - Speak with Kate to introduce idea of a "unit" at MCE to accomodate students needs to not send to other schools	-					

Green Font - Complete, Red Font - Did Not Do/Complete											
Safe and Healthy Culture											
Objective 1 and Measures of Success - Implement PBIS and SEL Plans											
Funding Sources: Fund 1						Measures of Success: PBIS Data, SEL Data					
STRATEGIES	Mason-Corinth Elementary School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refine PBIS expectations to prioritize academic behaviors	- Review/revise current documents - Mesh <u>R.O.A.R</u> and SUCCEED	- Develop daily announcements and tips to be read each morning - Monday - Responsible; Tuesday - Ownership; Wednesday - Achievement; Thursday- Respectful - Add items from Code of Conduct into PBIS expectation presentation - Explicitly teach PBIS expectations first two weeks of school - Review <u>PBIS Flowchart</u> with staff	- Reteach/reinforce expectations after Labor Day - PBIS rewards to focus on both academic and behavioral goals - PBIS team to work on expectations and present to staff at faculty meetings	- Reteach/reinforce expectations after Fall Break - Guiding Coalition/PBIS meeting - Plan 1st quarter PBIS reward	- Reteach/reinforce expectations after Election Day - 1st Quarter Reward Day 11/1 - Reflect with Guiding Coalition/PBIS after first PBIS Reward Day	- Reteach/reinforce expectations after Thanksgiving Break - Guiding Coalition/PBIS meeting - Plan 2nd Quarter Reward Day at GC/PBIS meeting	- Reteach/reinforce expectations after Christmas Break - 2nd Quarter Reward Day Jan 17th - Guiding Coalition/PBIS meeting where behavior and attendance data is reviewed	- Reteach/reinforce expectations after any snow breaks, also a quick reminder after President's Day (according to 23/24 Data) - Guiding Coalition/PBIS meeting where behavior and attendance data/trends is reviewed	- Keep consistent with expectations, as behaviors increase, address - 3rd Quarter Reward Day - 3rd Quarter Reward Day feedback form sent out after the reward day - Guiding Coalition/PBIS meeting where behavior and attendance data/trends is reviewed	- Reteach/reinforce expectations after Spring Break - Guiding Coalition/PBIS meeting where behavior and attendance data/trends is reviewed	- End of year PBIS reward day
Monitor PBIS Implementation	- Determine how monitoring will happen in Dojo	- Train teachers on how to enter Dojo points (one positive and one negative for each expectation) - Teacher teams develop Dojo point plan for daily frequency	- Share PBIS data and behavior data at September staff meeting	- Share PBIS data at October staff meeting - Complete PBIS walkthroughs based on feedback from instructional walkthroughs	- Share PBIS data at November staff meeting - Continue PBIS walkthroughs based on feedback from instructional walkthroughs and previously identified teachers - Provide lunch/after-school reflection sheets for students not following schoolwide expectations after multiple reteachings	- Share PBIS data at December staff meeting - Continue PBIS walkthroughs based on feedback from instructional walkthroughs and previously identified teachers	- Share PBIS data at January staff meeting - Continue PBIS walkthroughs looking at area determined at January counselor meeting - Introduce spring ROAR program with SRO to let students know what is upcoming	- Share PBIS data at February staff meeting - Continue PBIS walkthroughs looking at area determined at February counselor meeting - Begin ROAR program with 4th and 5th grade students	- Share PBIS data at March staff meeting - Continue PBIS walkthroughs looking at area determined at February counselor meeting - Continue ROAR program with 4th and 5th grade students	- Share PBIS data at April staff meeting - Continue PBIS walkthroughs looking at area determined at March counselor meeting - Possibly do the prize experience for ROAR program at the end of the month depending on weather. If not warm weather, prize experience will be in May	- Share year to date PBIS data at May staff meeting - Do prize experience for ROAR program if not able to be done in May
Train teachers to clarify SEL expectations	- Plan PD day for teachers - Create Character Strong pacing guide - Create Morning Meeting pacing guide	- Present PD day for teachers - NKCES Presentation for new strategies - Complete Character Strong pacing guide and share with teachers at PD - Model morning meeting with staff at PD	- Share SEL/PBIS tip based on monthly PBIS data - Begin montly de-escalation strategies for faculty meetings	- Complete SRSS - Use SRSS and Whole Child data to create small groups	- Provide support for teachers on November 4th PD day and PT Conferences	- Trauma-Informed walkthrough and feedback from NKCES - Update Character Strong pacing guide for 2nd half of year	- NKCES Presentation for "Responsibility Centered Discipline" - Teachers revamp classroom expectations for the end of the year	- Monitor SEL implementation and adjust/train as needed	- Monitor SEL implementation and adjust/train as needed	- Conduct SRSS and analyze data	- Reflect on SEL implementation and trainings from this school year - Plan SEL training for beginning of 25/26 school year
Monitor SEL implementation	- Develop calendar for classroom counseling lessons - Determine monthly Character Strong school-wide focus calendar	Develop counseling lessons that coincide with Character Strong teacher focus	- Start counseling lessons in classrooms (Academic Goal Setting) - Teachers implement instruction to match monthly Character Strong focus - Character Strong topic: Respect	- Classroom counseling lesson (Responsibly) - Character Strong Topic: Responsibility	- Classroom counseling lesson (Emotions and Coping Skills) - Character Strong topic: Gratitude	- Classroom counseling lesson (Personal Safety/Drug Prevention) - Character Strong topic: Empathy - Begin creating next round of small groups to begin after Christmas Break	- Classroom counseling lesson (Conflict Resolution) - Character Strong topic: Perseverance - Begin small groups	- Classroom counseling lesson (Bullying/Respect) - Character Strong topic: Honesty - Continue small groups	- Classroom counseling lesson (Cooperation) - Character Strong topic: Cooperation - Continue small groups	- Classroom counseling lesson (Career Education) - Character Strong topic: Courage - Flnish small groups	- Classroom counseling lesson (Test Taking and End of Year) - Character Strong topic: Creativity
Objective 2 and Measures of Success - Implement Deeper Learning/SUCCEED plan at all grade levels											
Funding Sources: None Needed						Measures of Success: SUCCEED Plan					
STRATEGIES	Mason-Corinth Elementary School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for the next grade band by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement SUCCEED/Deeper Learning Plan	Create cross document with ROAR and SUCCEED for staff	- Roll out ROAR with staff, ROAR is learning academic and behavior expectations; BIG 3 was doing. Give rational for change to ROAR - Review SUCCEED with all grade levels	POG Work: Introduce/Reinforce K - Self-Aware 1st - Understanding of Others 2nd - Competent 3rd - Ethical 4th - Self-Aware 5th - Ethical	POG Update at Faculty Meeting	POG Work 1: complete and in folders/uploaded to Google Drive: - 3rd - POG (Ethical) - 4th - POG (Self-Aware) - 5th - POG (Ethical) K-2nd - Continue Working on POG's: K - (Self-Aware) 1 - (Understanding of Others) 2 - (Competent)	POG Update at Faculty Meeting	POG Work 2: complete and in folders/uploaded to Google Drive: Drive: - 2nd - POG (Competent) - 3rd - POG (Engaged) - 4th - POG (Understanding of Others) - 5th - POG (Engaged) - K/1 - POG - Continue Working/Learning about	POG Update at Faculty Meeting	POG Work 3: complete and in folders/uploaded to Google Drive: - K/1 - POG (K-Self Aware, 1- Understanding of Others) - 2nd - POG (Communicative) - 3rd - POG (Determined) - 4th - POG (Competent) - 5th - POG (Determined)	POG Update at Faculty Meeting Set Defense Presentation groups, get staff for presentations	POG Work 4: complete and in folders/uploaded to Google Drive: - 4th - POG (Communicative) - 5th - Work on 5th Grade Defense Presentations - Work on during KSA Testing and Present afterwards
Objective 3 and Measures of Success - Improve Student Attendance											
Funding Sources: None Needed						Measures of Success: Student Attendance data					
STRATEGIES	Mason-Corinth Elementary School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities

Implement Attendance Plan	- Write Attendance Procedure	- Pull attendance report from 23-24 to identify high flyers - Have Karla complete homevisits with top percent of high flyers - Have Janelle make phone calls to to percent of high flyers - One call to go out on Monday evenings about the start of the school year	- Pull report of students who have missed x amount of days during first month of school - Bi-Monthly Attendance Meetings with Admin (2nd/4th Monday of the Month)	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Send One Call prior to return from Christmas Break - Create a homevisit list (after return) for those who miss in January - Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Complete homevisits for attendance concerns (treat like beginning of the year again - Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system	- Discuss attendance concerns at Whole Child Meeting (add to attendance meeting; if not currently on roster) - Bi-weekly attendance meeting with Admin - FRC and Counselor support attendance needs as defined by attendance system
Objective 4 and Measures of Success - Ensure High-Quality Safety Measures											
Funding Sources: None Needed						Measures of Success: Safety walkthrough data					
STRATEGIES	Mason-Corinth Elementary School will implement a highly effective safety plan by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Ensure effectiveness of SRO	Meet with SRO to discuss upcoming year	- Introduce SRO to new staff - Introduce/reintroduce SRO to students - Morning/Afternoon Outside Duties	- CREW meetings begin - New students recommended for CREW - Jr. Deputy begins - SRO to attend Faculty Meeting to discuss safety monthly - CREW Clean up Courtyard for Family Fun Night - ROAR to Soar program	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly - "Fancy Lunch" with CREW - Veteran's Day Program; CREW help with greeting guests and hospitality room	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly - CREW set up for Christmas Program - Begin to plan spring ROAR reward experience for 4/5	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly - CREW set up for Family Fun Night - Valentine's Dance	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly - CREW set up for Spring Music Concert	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly - ROAR reward experience	- CREW meetings - Jr. Deputy program - SRO to attend Facutly Meeting to discuss safety monthly