Text

Description automatically generated with low confidence

***Draft Liberty Elementary 2025-2026***

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 1: Strategic Plan of Action Priority 1: Academics**  By May 2026 30% of our 3rd -6th grade students will be on track or College and Career Ready according to NSCAS Reading Assessment. | | | |
| **Strategy** | **Actions** | **Success Criteria** | **Professional Development** |
| * PLC Backwards planning for student Active Engagement using EL Strategies (Talk-Read Talk Write...) * 3-6th- Complex Text * K-2nd- Structured Literacy | * Use the Planning and Practice protocol during PLC to implement EL strategies in our lessons to ensure students discussions. * Use the student evidence protocol during PLCs to look at formative/summative assessments. * Use the student evidence protocol during PLCs to determine the next instructional steps based on the student data analysis. * Teachers and leadership use a Module Summative Assessments Data tracking excel to guide decisions. * Teachers and Leadership analyze student evidence of HMH Module/Weekly Assessments in all tiers to drive decisions monthly. * K-2nd Use Structured Literacy Module Inventories monthly | * Teachers and leadership use a Module Summative Assessments Data tracking excel to guide decisions. * Teachers and Leadership analyze student evidence of HMH Module/Weekly Assessments in all tiers to drive decisions monthly. * K-2nd Use Structured Literacy Module Inventories monthly | * Backwards Planning * Scaffolds for language learners- * 3-6th-Talk Read Talk Write * K-2nd-Foundational Skills |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 2: Strategic Plan of Action Priority 4: Academics**  **By May 2026, 50% of our multilingual students will be on track or making partial progress according to Aquest English Language Proficiency Rate.** | | | |
| **Strategy** | **Actions** | **Success Criteria** | **Professional Development** |
| * Students self-monitoring their writing and data progress. | * All students use a Data Folder to monitor progress: ELPA, MAP, Lexia, Success Maker, Reading Summative Assessments, one ELPA student writing Evidence a quarter with a rubric. * All students share data books with families during conferences. * Leaders- Semester 1:1 with classroom teachers to guide data. * All students use planners to write learning/language goals. * Learning goals shared and discussed in class at least 3 times. * Students talking about their goals and success criteria | * Leaders/teachers listen to students communicate the learning outcome during coaching visits/lesson. * Leaders/teachers listen to students communicate ideas for improvement based on a rubric. * All teachers have a Quarter Student Data Reflection Folder- Amira, Success Maker, Lexia, MAP. * Family Cafés that share/explain Data Folders * Leadership plans training for ELPA expectations | * Learning/Language goals Ratio of 3 * ELD Proficiency Levels Pd. * Rubrics Pd for ELPA Writing based on questions. * Writing Student Evidence- samples-> vertical work * Vertical walk throughs of student samples in each ELD proficiency level |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 3: Strategic Plan of Action Priority 4: Ethic of Care- Attendance**  **By May 2026, we will decrease chronic absenteeism, to 20.9%** | | | |
| **Strategy** | **Actions** | **Success Criteria** | **Professional Development** |
| * Regular school-family attendance connections and facilitation of family engagement. | * Systemic process to monitor and contact families about attendance * Weekly attendance meetings. * Individual intervention plans * Early access to wrap around services   . | * Chronic absenteeism of 20.9% by the end of the 2026 school yea | * SIP Preparation * ILT meetings * Attendance Team Collaboration * Grade Level Meetings & Staff meetings |