



McGee's Crossroads Elementary School

2026-2027 School Improvement Plan

Serves Grades K-5th; West Johnston Feeder Pattern; Mascot: Patriots;
Principal: Ashley Foisy, Assistant Principal: George Beasley

1. Goal 1: Improve Student Achievement

Performance Measures:

- Increase in 3rd-5th Grade Reading Proficiency
 - 56.6% (2026) to 59% (2027)
- Increase in 3rd-5th Grade Math Proficiency
 - 66.5% (2026) to 68% (2027)
- Increase in 5th Grade Science Proficiency
 - 73.4% (2026) to 75% (2027)
- Increase in Kindergarten - 3rd Grade Foundational Reading Skills Proficiency
 - 76.26 (2026) to 78% (2027)
- Increase in 3rd-5th Grade Students with Disabilities (SWD) Achievement Proficiency
 - 20.7 (2026) to 22% (2027)

Data Sources:

- EOGs
- mClass

2. Goal 2: Minimize Opportunity Gaps

Performance Measures:

- Increase in 3rd - 5th Grade EL Students' Achievement Proficiency
 - 42.3 % (2026) to 45% (2027)
- Increase in 3rd-5th Grade Students with Disabilities (SWD) Achievement Proficiency
 - 20.7 (2026) to 22% (2027)

Data Sources:

- EOGs

3. Goal 3: Increase Teacher Efficacy

Performance Measures:

- Increase Teachers K-5th Exceeding Growth on their Reading Index Score

- 4 Teachers (2025) to 7 Teachers (2027)
- Increase in the number of Teachers who agree or strongly agree that they receive effective professional learning support in special populations.
 - 56.9 (2026) to 60% (2027)

Data Sources:

- EVAAS
- Teacher Working Conditions Survey

Indicator: D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

Action Steps:

- Monitor resource effectiveness through quarterly implementation and student performance reviews.
- Communicate annual resource allocation decisions and instructional priorities to all stakeholders.
- Adjust resource allocations using annual implementation evidence and stakeholder feedback.



Indicator: A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Action Steps:

- Develop schoolwide Tier I instructional expectations through Grade-Level PLCs and Planning meetings using essential learning targets and common assessment data.
- Establish grade-level WIN protocols for intervention groups, progress monitoring, and decision-making timelines.
- Facilitate Data-Based Problem Solving meetings focused on collaborative responsibility for student success: academically, behaviorally, and for attendance.
- Implement monthly PLC data reviews using benchmark, diagnostic, and progress-monitoring data.
- Monitor Tier I instruction and intervention fidelity through classroom walkthrough, observations, and PLC feedback cycles.

Indicator: A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Action Steps:

- Develop a schoolwide classroom management framework with aligned expectations, routines, and behavior responses.
- Train teachers to explicitly teach, model, practice, and reinforce classroom routines and expectations.
- Monitor classroom management implementation through regular walkthroughs and actionable feedback.
- Evaluate classroom management data and adjust professional learning based on identified needs.

Indicator: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Action Steps:

- Develop a common standards-aligned unit planning template for all grade-level PLCs.
- Implement PLC protocols using the four critical questions to refine instructional units.
- Facilitate collaborative analysis of common formative assessment results after each instructional unit.
- Evaluate unit planning practices using PLC evidence and student achievement data.