Supporting Documents:
School Improvement Plans
and
Department Improvement Plans

School Year 2020-2021

Alexandria City Public Schools

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Student Improvement Plans and Department Improvement Plans Summary

The Student Imrpovement Plans (SIPs) are prepared by School Principals and Department Improvement Plans (DIPs) are prepared by Department Leaders congruent with the goals and objectives of the current Strategice Plan.

ACPS undertook a revised School and Department Improvement Planning (SIP and DIP) process beginning in SY 2018-2019. The changes based on three key areas:

- Alignment – with state and federal requirements, to eliminate redundancies, and to ensure all schools and departments are utilizing the same language, process, and tools in their improvement planning work.
- Prioritization – to strategically highlight the areas and the actions that, when implemented, will most effectively advance the work of schools and departments in their continuous improvement efforts and in sustaining lasting change.
- Measurement – to refine processes wherein schools and departments support one another via an iterative practice of reviewing strategies in use, and examining their impact on the overall goal area through pre-identified formative measures.

Four enhancements were recently integrated into the improvement planning template. These enhancements are designed to strengthen continuous improvement processes, improve coherence, and align with the focus areas identified within the *ACPS 2025 Strategic Plan: Equity for All*. School and department teams develop plans to address the following:

- Alignment with 2021 Focus Areas – All goals in the SIP or DIP should align with focus areas identified for SY 2020-2021.
- Relevant School Profile or Department Data – Include a snapshot of relevant school profile or departmental data in the first section of the SIP or DIP. The data will provide context for the target areas the plan is designed to improve.
- Plan to Assess Progress – Describe the plan for assessing the SIP or DIP progress. The plan should encompass quarterly and annual progress updates.
- Evidence – Include evidence to support each Essential Action identified.

Student Improvement Plans

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Our school will increase student reading and mathematics subgroup performance (as measured by the Virginia Standards of Learning) yielding a 10% reduction of our failure rate, or meeting accreditation standards, through the application of best instructional practices and effective community engagement.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*			
RELEVANT SCHOOL PROFILE DATA			
Charles Barrett has recently equaled or surpassed the state and city averages in Reading and Mathematics achievement on the Virginia Standards of Learning (SOL) state assessment. A review of recent SOL results suggests consideration be given to further support for specific subgroups, including English Language Learners, whose enrollment increased significantly last school year, and African-American students, Hispanic students, and Special Education students. The ACPS Strategic Plan prioritizes a focus on equity and emphasizes promoting racial equity. Charles Barrett has an enrollment of 514 students. 49% of our student body is classified as White, 9% Black/African-American, 34% Hispanic, and the remainder as Asian or Multiracial. 14% of our population qualifies for Specially Designed Instruction. 31% of our students receive free or reduced lunch. Our school has a partnership with the Kennedy Center, CETA(Changing Education Through the Arts), which focuses on arts integration across all subject areas. This year provides a unique challenge and will include a special focus on Virtual Learning due to the world wide Covid-19 pandemic. Reference: VDOE School Profiles - https://schoolquality.virginia.gov/schools/charles-barrett-elementary#fndtn-desktopTabs-assessments			
Link to Reading and Math SOL Data Snapshots: https://drive.google.com/drive/folders/1CZ4O92XTMk5SYrYrwMJ4_B_SLIFB9L56?usp=sharing			
STRAND I: TEACHING FOR LEARNING			
1	**ENGLISH LANGUAGE ARTS (ELA)**	**2**	**MATHEMATICS**

Student Improvement Plans

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	SMART Goal(s): During the 2020-2021 school year, all K-5 students identified as reading below grade level will make at least one year's academic growth as measured by PALS, Teachers College, WIDA, MAP, or SOLs.		**SMART Goal(s): During the 2020-2021 school year, all k-5 students working below grade level in mathematics will make at least one year's growth as measured by Aimsweb, pre/post tests, program assessments (Number Worlds, Math Diagnostic Assessment- MDA, as well as sub-tests within the MDA throughout the school year), SOL's, or MAP.**
3. Other (specify):	Mathematics: Gap Group 2 and Students with Disabilities.	**SMART Goal(s):** Students in targeted subgroups (gap group 2 and students with disabilities) will demonstrate at least a year's growth as measured by at least one of the following assessments: pre/post tests, SOL academic achievement indicators, or MAP.	

ACTION PLAN--English Language Arts (ELA)

1. Essential Action/Research-Based Strategy: Teachers will receive differentiated instructional support to increase their efficacy in utilizing best practices with literacy instruction.

Evidence Driving This Essential Action: The wide range of students' performance levels on all the various literacy assessments.

Plan to Assess Progress: Ongoing daily and weekly through classroom teaching and assessment. Data reviews three times per school year through the Interventionists team, SIP team, and staff sharing.

Strengths -

- Excellent attention to differentiated professional learning needs.
- Great attention to using HS student tutor supports.
- This plan is clearly focused on a commitment to helping each child receive the targeted instruction they need to grow.

Inquiry - How will you assess progress of teacher facing data? How will you structure data cycles based on differentiated instructional support? What is the format/ approach to the differentiated instructional support? What evidence indicates that differentiated instruction support is the key lever to improve teacher practice and student outcomes? What are the teacher-facing data points?

Considerations/Recommendations -

- Assessing staff knowledge acquisition is a critical aspect of professional learning. I recommend including activities to assess learning as well as differentiated supports to facilitate knowledge to practice
- While professional learning is ongoing, time frames are recommended to provide guideposts for monitoring effective implementation.
- Distinguish Evidence of Progress - (e.g. how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event).
- Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes.
- Consider adding greater specificity to timeframes listed to ensure the appropriate sequencing for actions that will impact practices throughout the academic year.

Student Improvement Plans

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Additional Feedback - I notice student data will be disaggregated and that specialists will support teachers in modeling and PD on best practices. I wonder how you will gather data to see if these best practices are being put to use.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
	Running records refresher professional learning.				
	Interventionists and EL teachers support BOY assessments targeting 1st, 2nd, and 3rd grades first in order to begin interventions after Labor Day				
	Regrouping students for the whole reading block -- 2nd grade. Regrouping students for the modified block schedule - 3rd grade.				
	Implementing rolling intervention start dates beginning with 1st-3rd grade, emphasizing 2nd and 3rd grade as priority.				
1.1 Educational Excellence	Disaggregate reading data and present strengths and weaknesses to staff.	Reading Team and assistant principal	Nov.-Dec. 2020	Master schedule shared with staff and revised based on teacher feedback and data.	Reading Team, assistant principal, principal
3.2 Collaborative Instructional Achievement	Reading specialists/reading SIP team will facilitate targeted instructional support for teachers. Staff will provide grade level or topic specific professional development as needed.	Reading Team	Every other month - January - June 2021	Survey of staff to determine whether they have implemented the new strategy and/or need for additional support.	Reading Team, assistant principal

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3.2 Collaborative Instructional Achievement	Reading specialists will work with teachers to explicitly model and support administration of virtual reading assessments.	Reading Team	November 2020, January, April and June 2021.	Current reading levels based on running record data are shared staff-wide quarterly through a shared Google Doc.	Reading Team, assistant principal, and principal
1.1 Educational Excellence	Reading specialists, SPED teachers and EL teachers plan with classroom teachers to make content accessible for all learners through the use of language acquisition strategies, MTSS and specially designed instruction.	Reading teachers, EL teachers, SPED teachers	Daily September 2020-June 2021	Schedules, lesson plans, observations	Reading Team, Principal, and Assistant principal
1.5 Teacher Resources and Supports	Librarian will highlight culturally diverse texts in the library and support teachers by identifying appropriate texts across the curriculum.	School Librarian	Quarterly	Emails highlighting culturally diverse books for staff.	Reading Team, School Librarian

2. Essential Action/Research-Based Strategy: Student performance in reading will be measured regularly, and classroom instruction and intervention groups will be targeted based on this data. Teachers will collaboratively implement flexible grouping and differentiated pacing to best meet the needs of students across classrooms and grade levels.

Evidence Driving This Essential Action: The wide range of students' performance levels on all the various literacy assessments.

Plan to Assess Progress: Ongoing daily and weekly through classroom teaching and assessment. Data reviews three times per school year through the Interventionists team, SIP team, and staff sharing.

Strength - The plan addresses Math, Reading and school environment with an emphasis on differentiated support for teachers. I also notice continuation of Trauma informed practices training for staff.

Inquiry - What is the evidence driving this EA? How does this EA enhance or improve what is currently being implemented? What is the innovation? Is the focus of the EA identifying interventions group and how data are used to structure the groups? Has there been an analysis of teacher-facing evidence that indicates teachers have not been using data to guide small group configuration? Has this problem of practice been identified and confirmed? How have staff been trained in data triangulation as a prerequisite skill area?

Considerations/Recommendations - Consider revising and expanding the EA from a generic statement to a description of an action designed to demonstratively improve student performance. Clarify how this strategy is essential to addressing specific academic performance needs in reading

Additional Feedback - I notice Reading specialists, SPED teachers and EL teachers plan with teachers and then be observed. I wonder if a checklist of the specific best practices look fors will be created.

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Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
1.2 Achievement Gaps **1.4 Educational Equity**	Identify students working below grade level using 2019-2020 and 2020-2021 teacher recommendations as well as beginning-of-school-year assessments that are already in place	Reading Specialists	November-December 2020	list of identified below level students	Principal and Assistant Principal
1.1 Educational Excellence	All teachers will use schoolwide procedure [Virtual running record reporting sheet or data cover sheet], Retelling Rubric, and data entry into Reading Levels Google Doc. Teachers will report reading level data based on Teachers College or running record data 3-4 times per year based on grade level and reading level. Data is available to all Barrett staff members.	Reading Team and Classroom Teachers	November 2020, January, April and June 2021.	Schoolwide Reading Data Spreadsheet	Reading Team
1.1 Educational Excellence	Reading team will form and modify intervention groups based on needs as determined by assessments in consultation with classroom teachers.	Reading Team, EL and Classroom Teachers	November 2020- June 2021	Schedule	Interventionist Team
1.1 Educational Excellence	Reading team and EL and SPED teachers co-teach reading mini-lessons and provide differentiated small group instruction to support Tier 1 instruction. Based on staffing and consultation with grade levels, service delivery models include station teaching and parallel teaching.	Reading, EL, Spec Ed Staff	Ongoing adapted to virtual learning	Schedule, Minutes, Observation	Administration
3. Essential Action/Research-Based Strategy: Families will be provided with ongoing education about supporting literacy growth beyond the school day.					
Evidence Driving This Essential Action: Families and teachers have requested at-home learning materials for students.					
Plan to Assess Progress: Progress of students in tutoring programs will be documented. Materials distributed to families also will be documented.					
Strengths -					

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- Excellent focus on building parents' knowledge of how to support literacy growth.
- The academic goals cover all grade levels and include a plan to review a robust amount of data sources. Note: This SIP was completed on the old template and did not include a lot of the new "look fors."

Inquiry - Is the request linked to concerns related to learning loss or challenges due to the impact of the pandemic and the current virtual environment? How will you assess progress related to these action steps?

Considerations/Recommendations -

- Consider expanding the EA to reflect focus of the EA as it specifically relates to the evidence driving the need. This is particularly important if the action is complementing existing efforts to educate parents on supporting literacy. In part, this is "expanded" work from typical work with parents.
- Distinguish Evidence of Progress - (e.g. how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event).
- Identify how you will know the action (i.e. building parent's knowledge and skills) is successfully achieved or is progressing.

Additional Feedback - The evidence of progress completion does not align or give enough information as to how progress will be measured.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
2.1 Family Engagement	~~Family Literacy Night will be held on January 16th to assist families to support their children's reading at home. The Alexandria City Public Library will attend Family Literacy Night to sign up families for library cards.~~	~~Reading Team, and Classroom Teachers~~	~~September 2019-January 2020~~	~~Attendance~~	~~Reading Team~~
2.1 Family Engagement	The SIP team will provide tips/suggestions for reading at home quarterly in the school newsletter.	Reading Team, and Classroom Teachers	Starting December 2020	Barrett Buzz newsletters	Reading Team
2.4 Partnerships and Civic Engagement	~~Charles Barrett will partner with St. Stephens's St. Agnes School to provide tutoring for 15 EL students twice per week during the school year.~~	~~EL Team, School Social Worker~~	~~October 2019-May 2020~~	~~Attendance, permission slips~~	~~EL Team, Social Worker~~

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2.4 Partnerships and Civic Engagement	Panda Friends and Junior Panda Friends tutoring with TC Williams' students twice per week for Barrett kindergarteners, 4th, and 5th grade students identified by teachers as needing additional reading support.	Catherine Clinger, former Barrett teacher	November 2020-June 2021	Attendance	Assistant Principal
2.1 Family Engagement	Reading Team will update online resources for students to use at home. Classroom teachers will share updated information at Back to School Night.	Reading Team, Classroom Teachers	September 2020	~~MemberHub, Symbaloo,~~ Clever, Canvas	Reading Team
2.1 Family Engagement	Classroom teachers will facilitate access to taking books home. Reading specialists will distribute leveled books from the bookroom for students to use at home during virtual learning on a recurring schedule. Reading team will solicit and distribute book donations from the community. Book donations will include Inspire Lit. Book distributions will include Scholastic books purchased with support of the PTA.	Reading Team, Classroom Teachers, Librarian	November 2020-June 2021	Book bag distribution days and exchanges	Reading Team, Librarian

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ACTION PLAN-- Mathematics/Other (Mathematics)
1. Essential Action/Research-Based Strategy: Teachers will receive differentiated instructional support to increase their efficacy in utilizing best practices with mathematics instruction.
Evidence Driving This Essential Action: The wide range of students' performance levels on all the various Math assessments.
Plan to Assess Progress: Ongoing daily and weekly through classroom teaching and assessment. Data reviews three times per school year through the Interventionists team, SIP team, and staff sharing.
Strength - The plan includes professional development and a robust data set.
Inquiry - Is there a specific approach for teacher coaching?
Recommendation/Consideration - • This EA is first a specials-facing action. Teachers are the learners and student performance an indirect measure of progress. As such Evidence of Progress should connect to progress related to differentiated training and enhanced teacher practice as a result of targeted training. • Identify a specific model for coaching. It is important that the coaching approach includes identifying professional learning needs and planning the stages of knowledge development to practice implementation. • Consider consulting with Talent Development staff to support coaching strategies. • Identifying specific data cycles to assess progress of the strategy is critically important. • Consider shorter term data cycles to assess teacher practice changes. • While professional learning is ongoing, time frames are recommended to provide guideposts for monitoring effective implementation. • Identify professional learning needs and plan the stages of knowledge development to practice implementation.
Additional Feedback - SDI should be dictated by service delivery minutes for SWD. SWD interventions should all be broken into separate action items, as our actions should be "special," and different from what is available to other students. Data should be reviewed more often than per unit, otherwise, students could fall behind. In addition, SWD might not even be accessing Tier I instruction and might be utilizing a scripted curriculum (e.g. Number Worlds) or operating a year/two years behind their peers. Finally, I would encourage you to monitor the fidelity of your special education interventions. If your SWD scores are low, we should evaluate the effectiveness of our programs and resources by first looking at if they are being used as intended, and if they are with fidelity then we need to establish if new resources should be explored.

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Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
1.1 Educational Excellence	~~Present disaggregated math data during Teacher Work Week,~~ Review and solicit feedback for math SIP goals, strategies and action steps.	math SIP team	October-November 2020	math data, SIP, +/delta charts	Math team - 1x
3.2 Collaborative Instructional Achievement	Teachers will participate in professional development to support virtual learning (Instructional strategies, computer adaptive programs, and diagnostic tools) in order to provide equitable and rigorous instruction to all students. ~~Math SIP team will provide monthly, targeted instructional support for teachers and share best practices, including Tier 2 interventions, instructional strategies, and content that supports student learning of the curriculum.~~ SIP team will also provide specific professional development to teachers as needed.	Math team, math teachers, central office staff	February 2021 as needed if more trainings are required after mid-year	attendance sheet	Math team - 2x
	~~Provide grade level training on integration of performance tasks into units of instruction as a component of the mathematics program.~~	~~Math SIP team~~	~~September 2019 - October 2019~~	~~attendance sheet, teacher reflections, list of quality performance based tasks~~	~~math SIP team x1~~

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1.1 Educational Excellence	~~Teachers will integrate problem solving performance tasks into mathematics instruction (at least one per unit), and provide feedback on their implementation/integration.~~	~~Math teachers~~	~~October 2019 January 2020~~	~~student work samples (1 per task), survey~~	~~Administration - 1x Math SIP team - 1x~~
1.2 Achievement Gaps 1.4 Educational Equity	~~Provide initial training on the integration of EL best practices for teachers, including a refresher for teachers with previous training.~~	~~EL Team~~	~~September 2019 - November 2019~~	~~attendance sheets, training materials~~	~~Math SIP team - 1x~~
1.2 Achievement Gaps 1.4 Educational Equity	Continue to review and integrate EL best practices, language acquisition supports, academic language strategies, and student discourse into daily mathematics.	math teachers, EL teachers	quarterly	administrator observations	Administration - 2x
1.5 Teacher Resources and Support	Train teachers who are new to CBES on the instructional strategies and best practices used at CBES as part of MTSS. Instructional strategies specific to math at CBES include, but are not limited to, coaching cards, part-whole diagrams for problem solving, and numberless word problems.	math interventionist	end of quarter 2	training materials - teacher reflections (3 main ideas from training)	Math SiP team- 1x
2. Essential Action/Research-Based Strategy: Student performance in mathematics will be measured regularly, and classroom instruction and intervention groups will be targeted based on this data.					
Evidence Driving This Essential Action: The wide range of students' performance levels on all the various Math assessments.					
Plan to Assess Progress: Ongoing daily and weekly through classroom teaching and assessment. Data reviews three times per school year through the Interventionists team, SIP team, and staff sharing.					

Student Improvement Plans

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Strength -							
Inquiry - What patterns emerge when we look at problems of learning in mathematics when the data are disaggregated? What has the team learned as a result of analysing math teaching practices?							
Considerations/Recommendations - (see previous Considerations/ Recommendations) ● Identifying specific data cycles to assess progress of the strategy is critically important. ● Consider shorter term data cycles to assess teacher practice changes.							
Additional Feedback -							
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**		
1.2 Achievement Gaps **1.4 Educational Equity**	Identify students working below grade level using the 2020-2021 teacher recommendations as well as beginning-of-school-year assessments that are already in place (K -1 MDA; Grades 2-5 MAP~~; 4&5: SOL~~)	Math teachers	October-November 2020	student assessment results, master list of identified students.	Math Interventionists - 1x		
1.1 Educational Excellence **1.2 Achievement Gaps**	~~Analyze prior knowledge questions on unit pre-tests in grades 1 - 5. Pre-teach prior knowledge skills for tier 2 & tier 3 students prior to the start of the new unit. If more than 50 % of students do not remember prior knowledge skills, then reteach as part of tier 1 instruction.~~	math teachers	quarterly	progress monitoring spreadsheet	math interventionist - quarterly		

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1.1 Educational Excellence 1.2 Achievement Gaps	Use ongoing assessments and targeted instruction for continuous monitoring and improvement (pre-post tests, daily cumulative reviews).	Math teachers	Quarterly	progress monitoring spreadsheet, observations, ~~data meeting materials~~	Administration, Math interventionists - quarterly
1.1 Educational Excellence	Teachers will support number sense (K-1) and fact fluency (2-5) through the use of targeted instruction, and number sense routines (e.g., entrance tickets, number talks, games)	Math teachers, ~~Encore teachers (per schedule)~~	September 2020- June 2021	Part-Part Whole Assessments (k-1), First in Math (2-5) ~~student data folders (2-5)~~	math teachers - quarterly
3. Essential Action/Research-Based Strategy: Progress of students in gap group 2 and students with disabilities will be monitored regularly, with classroom instruction and intervention groups targeted based on this data.					
Evidence Driving This Essential Action: Equity gaps noted in prior SOL data.					
Plan to Assess Progress: Ongoing daily and weekly through classroom teaching and assessment. Data reviews three times per school year through the Interventionists team, SIP team, and staff sharing.					
Strength -					
Inquiry - Is this practice currently not occurring for SWD? How is the strategy current monitored to ensure high-quality target support to students? What is the innovation?					
Considerations/Recommendations - Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes. Distinguish Evidence of progress - (e.g., how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event)					
Additional Feedback -					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

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Strategic Plan Goal *[i.e. 1.1, 2.3]*					
1.5 Teacher Resources and Support	Develop a schedule to support additional co-teaching and specially designed instruction during mathematics classes.	Administration, math interventionists, Special education case managers, EL case managers	October-November 2020	Schedule	assistant principal - 1x
1.5 Teacher Resources and Support	~~Develop a schedule of additional staff to provide targeted intervention for students in identified gap groups.~~	~~administration, math specialist~~	~~Sep 2019 - Oct 2019~~	~~schedule~~	~~assistant principal - 1x~~
1.2 Achievement Gaps 1.4 Educational Equity	Monitor and discuss the progress of students in gap group 2 and SWD to adjust instruction/intervention per unit.	administration, math interventionists, math teachers, Special education case managers	November 2020 - June 2021	progress monitoring spreadsheet, *Number Worlds* weekly progress checks	administration - quarterly
1.2 Achievement Gaps 1.4 Educational Equity	Provide intervention for Tier 3 students to supplement classroom instruction in grades K-2, and to support classroom instruction in grades 3-5. Intervention will be determined by students' needs as well as available resources and time.	math teachers, math interventionists, resource and EL teachers	September 2020 - June 2021	Individual Progress Monitoring and ~~Panda Learning Club (PLC)~~ intervention lists	administration, math interventionist - quarterly

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STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***
DOMAIN: Family and Community Engagement
SMART Goal(s): During the 2020-2021 school year, the staff at Charles Barrett Elementary School will improve individual relationships with students and families through a variety of approaches and family events, resulting in increased student engagement in virtual learning. ~~**school Tier 3 referrals matching or surpassing RTI Best Practices Pyramid.**~~
ACTION PLAN
1. Essential Action/Research-Based Strategy: School staff will actively build positive relationships with students and their families to strengthen home-school connection and partnership.
Evidence Driving This Essential Action: Previous staff initiatives to communicate with and go out into the community to meet families, develop relationships, and provide resources.
Plan to Assess Progress: Utilize various attendance data and classroom SEAL data to monitor progress.
Strengths - • Strength in the attention to student and family engagement. • The plan incorporates well-known best practices.
Inquiry - What is the evidence driving this EA? How does this EA enhance or improve what is currently being implemented? What is the innovation? What will be implemented to achieve improved outcomes? How will the team differentiate assessing progress relative to the frequency of contact/completed outreach and strengthened home-school partnerships? How will you know you have demonstratively improved home-school connections?
Considerations/Recommendations - • Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes. • Distinguish Evidence of progress - (e.g. how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event).
Additional Feedback - You could use the evidence of the evaluations for the equity training sessions mentioned as a strategy.

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OVERARCHING SCHOOL GOAL:

Our school will increase student reading and mathematics subgroup performance (as measured by the Virginia Standards of Learning) yielding a 10% reduction of our failure rate, or meeting accreditation standards, through the application of best instructional practices and effective community engagement.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
2.1 Family Engagement	All students will receive no fewer than two positive phone calls/e-mails/etc during the school year to celebrate a success at school.	Licensed Staff	September 2020 - June 2021 with quarterly progress checks	~~Online spreadsheet documenting contact~~ Suggested - phone logs, email, Seesaw communication, communication logs (may vary by teacher).	School Principal
2.1 Family Engagement	All families will provide teachers with preferred method of contact for ongoing communication throughout the school year.	Homeroom Teachers	September 2020-November 2020	List by HR teacher of family's preferred method of contact	Principal
2.1 Family Engagement	~~Host variety of family-oriented school events to further positive relationships, all events will utilize interpreters.~~	~~School Committee Chairs (CETA, Math, Reading)~~	~~September 2019-June 2020~~	~~Invitations, sign-in lists, pictures~~	~~Principal~~
2.1 Family Engagement	All students receive individualized welcome to our school postcards written by their teacher prior to the first day of school.	Principal	August 2020	Example	Principal

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Our school will increase student reading and mathematics subgroup performance (as measured by the Virginia Standards of Learning) yielding a 10% reduction of our failure rate, or meeting accreditation standards, through the application of best instructional practices and effective community engagement.

2.1 Family Engagement	~~Community outreach through quarterly neighborhood visits.~~	~~School Support Team (SST)~~	~~August 2019-June 2020~~	~~Agendas, Sign-In Lists, Survey Results~~	~~Principal~~
2.1 Family Engagement	Increase community outreach through social media (ex: stories posted on FB once a month "Panda PJs").	School Media Liaison	December 2020-June 2021	5 per week until June 2021	Principal
2. Essential Action/Research-Based Strategy: Staff will continue to build knowledge of and application of trauma-informed care.					
Evidence Driving This Essential Action: The wide range of student engagement and participation observed during virtual learning.					
Plan to Assess Progress: Utilize various attendance data and classroom SEAL data to monitor progress.					
Strength - Great use of book study to facilitate professional learning.					
Inquiry - How have we assessed the progress/success of knowledge development and application thus far? Is there an expectation that staff are equipped to translate knowledge into practice?					
Considerations/Recommendations - • Consider revising and expanding the EA from a generic statement to a description of an action designed to demonstratively improve student performance. Clarify how this strategy is essential to addressing specific academic and SEAL needs. • Engage staff in developing a plan that conveys how knowledge development related to trauma-informed care will enhance professional practices that lead improved support with students and families. • Assessing staff knowledge acquisition is a critical aspect of professional learning. Include activities to assess learning as well as differentiated supports to facilitate knowledge-to-practice before collecting student-facing data. • Consider consulting with Student Services staff to provide expertise as the team develops an implementation plan.					
Additional Feedback - Again, think about how the evaluations for equity training can help support the EA and strategies as well as what ways you will show evidence of not just implementation, but also effectiveness and progress.					
Focus Area *[Grade Level/Student*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe**	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Our school will increase student reading and mathematics subgroup performance (as measured by the Virginia Standards of Learning) yielding a 10% reduction of our failure rate, or meeting accreditation standards, through the application of best instructional practices and effective community engagement.

Group(s)/Educators] **Strategic Plan Goal** *[i.e. 1.1, 2.3]*			*(Beginning to End Dates)*		
1.2 Achievement Gaps 1.4 Educational Equity	Continue professional development opportunities based on best practices for trauma-informed care, based on the book, "Reaching and Teaching Children Who Hurt"	Principal and Asst. Principal	Once every other month at dedicated staff meeting	Agendas, "Look Fors" during classroom visits: e.g. clear expectations, calm strategies, consistent schedule, emotional check-ins	Principal and Assistant Principal
1.2 Achievement Gaps 1.4 Educational Equity	~~Analyze disaggregated discipline data with Building Climate Committee (monthly).~~	~~School Psychologist~~	~~September 2019 – June 2020~~	~~Monthly meeting minutes and data charts.~~	~~Principal~~
1.2 Achievement Gaps 1.4 Educational Equity	~~Create and implement calming stations in each SST office to help students utilize calming strategies during stressful experiences.~~ Provide calming and wellness resources via SEAL time and Canvas.	SST	October 2020-June 2021	Pictures of virtual calming stations, examples and use of SEAL lessons and powerpoints, resources for families in weekly school newsletter	Principal
1.2 Achievement Gaps 1.4 Educational Equity	Implement ACPS Equity for All 2025 strategic plan equity training.	Principal, Asst. Principal, and Equity Liaison	August 2020-June 2021	Agendas, powerpoints, "look fors" staff conversations, staff engagement in the process, staff book group	Principal and Assistant Principal
3. Essential Action/Research-Based Strategy: Additional after-school/non-school-day opportunities for positive activities for students will be created and/or explored.					

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Our school will increase student reading and mathematics subgroup performance (as measured by the Virginia Standards of Learning) yielding a 10% reduction of our failure rate, or meeting accreditation standards, through the application of best instructional practices and effective community engagement.

Evidence Driving This Essential Action: The wide range of student engagement and participation observed during virtual learning.

Plan to Assess Progress: Utilize various attendance and participation data to monitor progress.

Strength - Good focus on additional learning opportunities.

Inquiry - What is the focus/intent of "identifying opportunities for positive activities"? What type of activities? Are the activities social /recreation in nature?

Considerations/Recommendations -

- Consider expanding the EA to reflect focus of the EA as it specifically relates to the evidence driving the need. This is particularly important if the action is complementing existing efforts to educate parents on supporting literacy. In part, this is "expanded" work from typical work with parents.
- Remember participation is an important data point, but will not answer the question of how we will know supports are achieving other outcomes beyond being present.

Additional Feedback - I would recommend incorporating PD around best practices for building relationships with families and the community. Possibly bringing in a specialist if this is something that is difficult. I would also advise increasing the rigor of expectations to engage with families. The action includes family engagement events, but there aren't any action steps that include that.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
2.1 Family Engagement	~~Assign individual adult mentors to students identified as at-risk/at-promise.~~	~~Social Worker~~	~~September 2019 - June 2020~~	~~Mentor list, permission slips, event pictures/flyers~~	~~Asst. Principal~~
1.2 Achievement Gaps 1.4 Educational Equity	Ongoing discussions with ARHA, FACE and other community partners to create opportunities for our under-served communities to access additional resources.	Principal, Assistant Principal SST	May 2021	Meeting notes and a plan for the SY21-22	Principal

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*	
Reopening of Schools X *Social Emotional Academic Learning (SEAL)*	*Academic Disparities* ☐ *Talent and Gifted* X *PreK-2 Literacy* X *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA		
SOL DATA: READING	*SOL DATA: SCIENCE*	*ABSENTEEISM DATA*
SOL DATA: MATH	*PALS TREND DATA*	*WIDA DATA*

STRAND I: TEACHING FOR LEARNING			
	ENGLISH LANGUAGE ARTS (ELA)		**MATHEMATICS**
1	**SMART Goal(s): Cora Kelly School will maintain the combined rate on the Reading SOLs of at least 89% through 2021 with each subgroup currently under the state benchmark of 75% experiencing a reduction in failure rate of at least 10% each year as demonstrated on the Spring 2021 SOL assessments.**	**2**	**SMART Goal(s): Cora Kelly School will maintain the overall pass rate on the Math SOLs of at least 91% through 2021 with each subgroup maintaining a combined rate of at least 70% as demonstrated on the Spring 2021 SOL assessments.**
3. Other (specify):	Science	**SMART Goal(s): Cora Kelly School will increase the all student pass rate on the Grade 5 Science SOL by at least 2% to attain a pass rate of at least 86% by 2021.**	

ACTION PLAN
1. Essential Action/Research-Based Strategy: Align programmatic supports and instructional strategies in **Reading** to student needs based on continual review of data.

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

Evidence Driving This Essential Action: Programs and practices alone are not sufficient to address literacy and English proficiency gaps that are present upon enrollment. Student progress and interventions and must be reviewed in order to keep focus on reducing achievement disparities for students with disabilities and black students and systems must be aligned through PLCs and student support systems (ST and MTSS).

Plan to Assess Progress: Staff PLP meetings with administrators; PLC meetings; reading data meetings.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators K-5 who provide direct instruction/services in reading	Monthly or biweekly vertical meetings (K-1, 2-3, 4-5) to review student data with respect to phonemic awareness, phonics, and early literacy indicators and plan Tier 1 and 2 instruction/interventions and grouping to address emergent needs.	Data Coach/Intervention Specialist & Instructional Council Team Stipend	Magallanes and Loiselle	July 2020-June 2021	Evidence: Students engaged in targeted interventions and enrichment Artifacts: Planning meeting agendas	Crews/Holthaus quarterly review of groups and student data
Educators K-5	Professional learning on programs and practices related to engaging, high-quality, differentiated Tier 1 literacy instruction, Tier 2 interventions and instructional tools (Lexia, Learning A to Z, , and assessment in a virtual model	Staff Development	Magalles, Gernt, Loiselle	November 2020-June 2021	Evidence: Increased staff efficacy Artifacts: Teacher attendance logs and reflections	Crews/Holthaus monthly review of PD calendar
SWD w/Reading services	Professional Learning on Tier 3 intervention program delivery in a Virtual format	N/A	Holthaus and Barrion	November 2021	Evidence: Staff able to provide Tier 3 interventions virtually Artifacts: PLMS transcripts	Holthaus/monthly check-ins with Nicole Barrion
Families, Educators (K-5)	Grade level literacy events structured around at-home practice of early literacy skills (phonemic awareness, phonics, and fluency, etc).	Other Operating Supplies (Parental Involvement)	Magallanes, Crews, Holthaus, Grade Level Leads	November 2020-April 2021	Evidence: Families will have tools and skills to provide extension and support at home Artifacts: Attendance logs	Crews/Holthaus review of monthly school-wide calendars

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Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

Students IDed through MTSS process	Provide targeted academic interventions after regular school day (Extended Day)	Extended Day; Data Coach/Instructional Specialist	Loiselle, Crews, Holthaus	March 2021-June 2021	Evidence: Student MOY v EOY MAP Growth Data; Intervention Data tracked by providers	Crews/Holthaus review of EOY data from providers and MAP data from students participating in program
K-5 students	Strategic assignment and use of computer-adaptive leveled programs to provide individual practice and reinforcement (Lexia, Scholastic Inc, Learning A-Z, SeeSaw upgraded accounts)	Online Software	Magallanes, Gernt	September 2020-June 2021	Evidence: Students engaged in targeted use of online programs Artifacts: Teacher reports of student use	Crews/Holthaus consult with coaches monthly regarding planned usage vs. expected usage
PALS IDed Students	Structure interventions and small group instruction that compliment the I/E block during 1:30-2:30 asynchronous time for students in K-2 and monitor effectiveness of these supports through the MTSS process	N/A	Instructional staff	November 2020-June 2021	Evidence: Student intervention data shows improvement Artifacts: Student grouping lists	Crews/Holthaus quarterly review of groups and student data

2. Essential Action/Research-Based Strategy: Align programmatic supports and instructional strategies in **Math** to student needs based on continual review of data.

Evidence Driving This Essential Action: Programs and practices alone are not sufficient to address literacy and English proficiency gaps that are present upon enrollment. Student progress and interventions and must be reviewed in order to keep focus on reducing achievement disparities for students with disabilities and black students and systems must be aligned through PLCs and student support systems (ST and MTSS).

Plan to Assess Progress: Staff PLP meetings with administrators; PLC meetings; math data meetings.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators K-5 who provide direct instruction/services in math	Professional learning on programs and practices related to engaging, high-quality, differentiated Tier 1 math instruction, Tier 2 interventions, and assessment in a virtual model	Improvement of Instruction	Holthaus, Cave, Bronson	November 2020-June 2021	Evidence: Increased staff efficacy Artifacts: Teacher attendance logs and reflections	Crews/Holthaus monthly review of PD calendar

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

K-5 students	Strategic assignment and use of computer-adaptive leveled programs to provide individual practice and reinforcement (IXL, Learning A-Z, SeeSaw upgraded accounts)	Online Software	Cave, Bronson	September 2020-June 2021	Evidence: Students engaged in targeted use of online programs Artifacts: Teacher reports of student use	Crews/Holthaus consult with coaches monthly regarding planned usage vs. expected usage
Educators K-5 who provide direct instruction/services in math	Professional learning related to effective use of online and virtual manipulatives to build conceptual frameworks and engagement for students learning remotely	Improvement of Instruction	Cave, Bronson	November 2020-June 2021	Evidence: Increased staff efficacy Artifacts: Teacher attendance logs and reflections	Crews/Holthaus monthly review of PD calendar
Students IDed through MTSS process	Provide targeted academic interventions after regular school day (Extended Day)	Extended Day; Data Coach/Instructional Specialist	Loiselle, Crews, Holthaus	March 2021-June 2021	Evidence: Student MOY v EOY MAP Growth Data; Intervention Data tracked by providers	Crews/Holthaus review of EOY data from providers and MAP data from students participating in program
Educators K-5 who provide direct instruction/services in math	Monthly or biweekly vertical meetings (K-1, 2-3, 4-5) to review student data with respect to numeracy, number sense, and mathematical problem solving and plan Tier 1 and 2 instruction/interventions and grouping to address emergent needs.	Data Coach/Intervention Specialist & Instructional Council Team Stipend	Loiselle, Cave, Bronson	July 2020-June 2021	Evidence: Students engaged in targeted interventions and enrichment Artifacts: Planning meeting agendas	Crews/Holthaus quarterly review of groups and student data

3. Essential Action/Research-Based Strategy: Provide hands on instruction of science standards and explicit vocabulary instruction to all students across all grade levels.

Evidence Driving This Essential Action: Indicators reveal that students need continued discourse and school-supported opportunities to engage in hands-on science and STEM lessons are vital to increasing equity during Virtual Plus when students have varying levels of access to materials at home.

Plan to Assess Progress:

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

K-5 Instructional staff	Provide professional learning on GLAD (high-yield, engaging instructional strategies) strategies for engagement and extended student discourse that are achievable in a virtual setting	N/A	Crews, Holthaus, Harvin	November 2020-June 2021	Evidence: Student engagement Artifacts: Lesson plans	Crews/Holthaus monthly review of plans
Students K-5	Create and distribute STEM kits for at home, hands-on STEM lessons for all students K-5	Instructional Supplies	Organek, Holthaus	September 2020-June 2021	Evidence: Student engagement in Virtual Plus+ includes hands on manipulatives and learning Artifacts: Distribution item lists and rosters	Crews/Holthaus
Students K-5	Schoolwide STEAM virtual assembly that incorporates arts and theater	N/A	Holthaus	March 2021	Evidence: Students engaged in virtual assembly presentation relating arts and STEM to provide basis for further learning Artifacts: Attendance logs	Crews/Holthaus
Students K-5	Structure asynchronous Monday activities that incorporate reading and STEM and are accessible to students in grades K-5	N/A	Organek, Guthrie	September 2020-June 2021	Evidence: Students engaged in literacy integrated STEM activities on Mondays Artifacts: Lessons and assignments	Crews/Holthaus
K-5 Instructional staff	Incorporate science standards of learning and key instructional vocabulary and concepts into math instruction	N/A	Organek, Cave, Bronson	December 2020-June 2021	Evidence: Students engaged in STEM content during math block Artifacts: PLC meeting minutes and lesson plans	Crews/Holthaus
5th Grade Students	VIrtual Field Trip to National Science Center to enhance curriculum and engage students	Course/Event Fees	Ingram, Holthaus	May 2021	Evidence: Students engaged in virtual field trip presentation reviewing key content from their 4th and 5th grade science SOLs Artifacts: Attendance Logs	Crews/Holthaus

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STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***						
DOMAIN: Family and Community Engagement						
SMART Goal(s): Cora Kelly will seek to increase the number of students who are present and engaged in Virtual Plus+ Instruction and decrease the chronic absenteeism rate from the most recent state-reported rate of 7.8% to 7% or lower.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Connect families to resources and supports available through ACPS and partner organizations.						
Evidence Driving This Essential Action:						
Plan to Assess Progress: Quarterly student attendance reports						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Students disengaged during Virtual Plus+	Student Support team make direct outreach to families and inquire as to barriers to attendance and engagement and problem-solve solutions	N/A	Holthaus, Trozzi, LaPaglia, Wood	September 2020-June 2021	Evidence: Student attendance improves Artifacts: Communication logs	Crews/Holthaus monthly admin/CST meetings
Families, staff, community members	Weekly school newsletters that include key messages specific to Cora Kelly, community resources, parent support tools, and amplification of important ACPS messaging regarding Virtual Plus+	N/A	Holthaus, Crews, Navarrete	September 2020-June 2021	Evidence: Families attend events as communicated in the newsletter Artifacts: Sample newsletters and open rates	Crews/Holthaus review weekly
Select students disengaged during Virtual Plus+	Facilitate development, approval, and implementation of partnerships that support student engagement: Alexandria Soccer Association Supervision Program Grant	N/A	Crews, S. Sandoval	October 2020-December 2020	Evidence: Students attending are engaged in Virtual Plus+ Artifacts: Rosters	Crews/Bi-weekly email check ins w/ASA

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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Select 3rd, 4th, and 5th grade students	Facilitate development, approval, and implementation of partnerships that support student engagement: Spitfire Club	N/A	Crews, Navarrete	January 2021-May 2021	Evidence: Students attending are engaged in Virtual Plus+ Artifacts: Rosters	Crews/Bi-weekly email check ins w/Spitfire Club
Select 4th and 5th grade students	Facilitate development, approval, and implementation of partnerships that support student engagement: CYEP	Extended Day	Crews, Shearn	October 2020-March 2021	Evidence: Students attending are engaged in Virtual Plus+ Artifacts: Rosters	Crews/Bi-weekly email check ins w/CYEP
2. Essential Action/Research-Based Strategy: Provide accessible information, structural supports, and instructional supplies for adults supervising and supporting students during Virtual Plus+ learning.						
Evidence Driving This Essential Action: During Virtual Plus+, families require timely support and materials in order to facilitate active learning for students at home.						
Plan to Assess Progress: Attendance logs for events						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Students and Families K-5	Provide regular distribution of technology tools (headphones) and instructional materials and supplies necessary to engage in learning at home in the Virtual Plus+ model	Instructional Supplies and Other Technology Equipment	Holthaus, S. Sandoval	September 2020-June 2021	Evidence: Student engagement in Virtual Plus+ includes hands on manipulatives and learning Artifacts: Distribution item lists and rosters	Crews/Holthaus monthly distributions
Students K-5	Provide vertical alignment of student material organization through AVID aligned technology and organization tools as a method for collaboration both synchronously and asynchronously to keep track of coursework and facilitate student thinking and learning.	N/A	Trozzi, AVID Site Team	September 2020-June 2021	Evidence: Students demonstrating increasing organization as measured by AVID organization scores Artifacts: Data spreadsheet	Crews/Holthaus
Students and Families PK-5	Virtual Family Coffee Events to provide support and resources to families on a variety of topics (RULER, AVID, PE at Home, etc)	Refreshments	Crews, Navarrete, Holthaus	September 2020-June 2021	Evidence: Families ask questions and provide input into student educational experiences Artifacts: Registration logs and presentations	Crews/Holthaus

OVERARCHING SCHOOL GOAL:

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Cora Kelly School will increase the number of students passing state assessments in all content areas and in all subgroups included in state accreditation calculations to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2022.

3. Essential Action/Research-Based Strategy: Support staff social-emotional needs to increase their capacity to provide engaging instruction for all learners.

Evidence Driving This Essential Action: Staff well-being is essential to their ability to provide high-quality, engaging and differentiated instruction during the challenges of a global pandemic and virtual teaching.

Plan to Assess Progress: Regular check-ins with staff to assess needs and morale.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Students K-5 and All Staff	Support staff SEL by supporting students' through daily SEAL lessons that are aligned with RULER	N/A	Crews, RULER Team	September 2020-June 2021	Evidence: Fewer students IDed for Tier 2 and 3 SEL support; staff supported in their ability to support students' needs Artifacts: SEAL lesson plans	Crews/Holthaus quarterly SEAL lesson review
All Staff PK-5	Administration regularly engages staff in collaborative problem solving to address staff feedback related to Virtual Plus+ and Phased Re-entry through instructional council, PLCs, and staff meetings	N/A	Crews, Holthaus	September 2020-June 2021	Evidence: Staff provide feedback to administration and are able to collaborate to solve challenges Artifacts: Staff meeting, PLC, and IC Agendas	Crews/Holthaus monthly IC meetings and weekly staff meetings
All Staff PK-5	Schedule 4-6 week individual check-ins with all staff to review goal setting work and address any newly arisen challenges or needs.	N/A	Crews, Holthaus	September 2020-June 2021	Evidence: Staff provide feedback to administration and are able to collaborate to solve challenges Artifacts: Meeting Schedules	Crews/Holthaus monthly review of check-in schedule

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	*Academic Disparities*
☐ *Social Emotional Academic Learning (SEAL)*	☐ *Talent and Gifted* *PreK-2 Literacy* *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA

English Reading Performance

Student Subgroup	2017	2018	2019
All	84%	85%	83%
White	95%	94%	95%
Black	51%	55%	51%
SWD	57%	62%	63%

Mathematics Performance

Student Subgroup	2017	2018	2019
All	82%	79%	85%
White	93%	94%	95%
Black	63%	44%	59%
SWD	44%	53%	66%

STRAND I: TEACHING FOR LEARNING

	ENGLISH LANGUAGE ARTS (ELA)		ENGLISH LANGUAGE ARTS (ELA)
1	**SMART Goal(s):** By June 2021, *Level III Student Group: Black* students will demonstrate on or above-level reading proficiency as measured by an increase from 51% to 56% passing ELA	2	**SMART Goal(s):** By June 2021, *Level III Student Group: Students with Disabilities* will demonstrate on or above-level reading proficiency as measured by an increase from 63% to

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

	state assessments. This 10% reduction in failure rate would move the performance of this student group to Level II.		66% passing ELA state assessments. Reaching a 66% benchmark in passing rate would move the performance of this student group to Level II.
3. Other (*specify*):	**MATHEMATICS (MATH)**	**SMART Goal(s):** By June 2021, *Level III Student Group: Black* students will demonstrate on or above-level mathematics proficiency as measured by an increase from 59% to 64% passing ELA state assessments. This 10% reduction in failure rate would move the performance of this student group to Level I.	

ACTION PLAN

1. Essential Action/Research-Based Strategy: Develop and implement a system of coaching, technical guidance, and monitoring to ensure all teachers strongly prepare, plan, and deliver high quality core ELA instruction

Evidence Driving This Essential Action: Grade-level lesson plans from 2019-20 were discrete and not fully aligned with district curriculum; feedback on lesson plan samples from VDOE informal academic review (February 2020) revealed need of fidelity of implementation of district ELA curriculum

Plan to Assess Progress: Professional learning communities and grade-level teams implement collaborative lesson plans; administrator and instructional coach [classroom] observations of implementation and quality; teacher needs assessment and aligned, differentiated coaching plan

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Establish grade-level teaming and professional learning communities (PLCs) that focus on identifying and implementing best literacy and standards-aligned instructional practices	Team Leaders Teachers	August 2020 to June 2021	**Evidence of Progress:** via PLC notes, teachers will demonstrate increased capacity to analyze data to inform literacy instructional practices and identify literacy professional learning needs **Artifacts:** PLC notes, shared Google team folders with shared products	Administrators Team Leaders
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Require collaborative lesson planning using specific researched-based quality components	Teachers	August 2020 to June 2021	**Evidence of Progress:** reviews of lesson plans will show teachers who demonstrate increased capacity to incorporate researched-based quality components (essential questions,	Administrators

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

				teaching point, mastery objective, etc.) within their collaborative lessons. **Artifacts:** lesson plan reading, lesson plan math	
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Require teacher participation in ELA curriculum professional development opportunities to develop deeper knowledge of pedagogical concepts within district ELA curriculum.	Administrators Teachers	August 2020 to June 2021	**Evidence of Progress:** via post session feedback survey, teachers will demonstrate a deeper knowledge of the nuanced pedagogical concepts of the Lucy Calkins curriculum. **Artifacts:** PLMS participation records, PD survey	Administrators Instructional Coach
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Conduct lesson observations focused on fidelity of implementation of ELA curriculum and quality of tier I literacy instruction	Administrators Instructional Coach Teachers	August 2020 to June 2021	**Evidence of Progress:** via lesson observations using the VDOE rubric (pre/post), teachers will demonstrate an increase in their implementation of rigorous tier 1 ELA curriculum. **Artifacts**: observation feedback	Administrators
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Conduct ELA-focused needs assessment of teachers and align instructional coach's schedule to provide differentiated and targeted modeling and coaching support	Administrators Instructional Coach Teachers	February 2021 to June 2021	**Evidence of Progress:** via observations, teachers will demonstrate an increase in their implementation of rigorous tier 1 ELA curriculum. **Artifacts**: teacher needs assessment data, coaching schedule, coach feedback, teacher observation feedback	Administrators Instructional Coach

OVERARCHING SCHOOL GOAL: * Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

2. Essential Action/Research-Based Strategy: Increase staff capacity with data triangulation, including the utilization of formative data, to identify appropriate interventions to meet student-specific needs					
Evidence Driving This Essential Action: Lack of formal and data driven multi-tiered student support system					
Plan to Assess Progress: Tracking select students through the MTSS process, staff common understanding of MTSS forms and process					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators *Strategic Plan Goal 1 (Systemic Alignment)*	Develop a progress monitoring system for tiered interventions; conduct running records beginning, middle, and end of year and collaboratively assign students to tiers	Administrators Instructional Coach Student Support Team Teachers MTSS division liaisons	August 2020 to June 2021	**Evidence of Progress**: progress monitoring data collection using common formative assessments, growth analysis from running records **Artifacts**: school data tracker, student-specific MTSS plans, PLC notes from tiering meetings, running records	Administrators Instructional Coach Student Support Team
Educators *Strategic Plan Goal 3 (Student Accessibility and Support)*	Ensure appropriate student groupings and aligned interventions	Instructional Coach Academic Interventionists Teachers	August 2020 to June 2021	**Evidence of Progress**: via PLC notes and MTSS plans, teachers will demonstrate data-driven student groupings and instructional decision-making based on need and available literacy resource **Artifacts**: grade-level MTSS groupings and plans, student-specific MTSS plans	Administrators Instructional Coach
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Implement and monitor student progress using evidence-based literacy interventions supported by the school and division, including phonological awareness programs, Lexia, and Leveled Literacy Instruction	Instructional Coach Academic Interventionists Teachers	August 2020 to June 2021	**Evidence of Progress**: teachers will rate their understanding and usage of the available resources as a way to differentiate PL needs; walkthrough observations will focus on closing	Administrators Instructional Coach

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

				implementation gaps; teachers will increase their capacity to utilize formative data to drive instructional decisions **Artifacts**: school data tracker, program formative data reports, PLC notes analyzing formative data	
Educators *Strategic Plan Goal 2 (Instructional Excellence)*	Conduct lesson observations focused on Special Education ~~co-teaching models and~~ specially designed instruction	Administrators Instructional Coach SPED Instructional Specialist Teachers	August 2020 to June 2021	**Evidence of Progress:** via ACPS co-teaching walkthrough rubrics, instructional specialists and administrators will determine effectiveness of co-teaching models and SDI and align special educators' professional learning **Artifacts**: observation feedback	Administrators SPED Instructional Specialist

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***					
DOMAIN: **FAMILY AND COMMUNITY ENGAGEMENT**					
SMART Goal(s): By June 2021, 100% of MacArthur families will participate in a survey and 90% will agree they feel included and involved in the learning process of their student(s).					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Use multiple and frequent forms of school-home communication to engage underrepresented and at-risk families in the learning process, establish home environments that support student learning, and provide access to academic materials to families who are in need.					
Evidence Driving This Essential Action: Formal and informal data from community (Grade-level surveys, TELL survey, Parent/Teacher conference attendance, IEP meeting attendance)					
Plan to Assess Progress: Family surveys - tracking participation and responses from underrepresented populations					
Focus Area	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe**	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

[Grade Level/Student Group(s)/Educators] **Strategic Plan Goal** *[i.e. 1.1, 2.3]*			*(Beginning to End Dates)*		
Administrators PTA Educators *Strategic Plan Goal 5 (Family and Community Engagement)*	Use multiple and frequent forms of school-to-home and home-to-school communications: - weekly newsletters from principal - weekly newsletters from teachers - increased social media presence to appeal to diverse audience - school-wide virtual events	Administrators Teachers Social Media Liaison PTA	August 2020 - June 2021	**Evidence of Progress:** increased viewership as measured by MailChimp, Facebook, and Twitter **Artifacts**: pictures of the school's Twitter or Facebook feed, school website information, newsletters, attendance logs from virtual Zoom events	Administrators Social Media Liaison
Educators *Strategic Plan Goal 5 (Family and Community Engagement)*	Require recurring virtual home visits to foster positive relationships	Teachers	August 2020 November 2020 February 2021 May 2021	**Evidence of Progress**: via pre and post climate survey; parents, students, and teachers will display an increased positive relationship with Douglas MacArthur and their access to equitable educational experiences. **Artifacts**: conference schedules and documentation, survey results	Administrators
Educators PTA *Strategic Plan Goal 5 (Family and Community Engagement)*	Increase teacher and underrepresented community demographics in PTA membership	Administrators Teachers Social Worker	August 2020 to June 2021	**Evidence of Progress:** via meeting notes, attendance and participation logs. New members will show an increased capacity to participate and advocate for school improvement through the PTA. **Artifacts**: Meeting notes, attendance documentation to meetings and events.	Social Worker Administrators
All Staff	Develop and maintain a system to ensure equitable allocation and distribution of resources based on	Social Worker Teachers	August 2020 to June 2021	**Evidence of Progress:** via pre and post climate survey; parents and	Administrators Social Worker

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Douglas MacArthur Elementary School will increase the number of students in Level II and Level III student groups passing state assessments in ELA to meet the state accountability benchmark of 75% passing.

Strategic Plan Goal 5 (Family and Community Engagement)	student needs (including, but not limited to, materials, technology, supplies)	Administrators		students will display an increased positive relationship with Douglas MacArthur and their access to equitable educational experiences. **Artifacts**: distribution logs, MTSS/SST list, student support logs,Supply request communication from parents, band instrument communication and documentation	
Administrators SST *Strategic Plan Goal 5 (Family and Community Engagement)*	Leverage existing and new community partnerships to benefit economically disadvantaged students and families	Administrators Social Worker	August 2020 to June 2021	**Evidence of Progress**: via internal community partnership data collection and analysis; Douglas MacArthur will increase both the number of disadvantaged families reached and amount of assistance provided to individual families. **Artifacts**: donation lists, distribution lists, MTSS support logs	Administrators Social Worker

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*	
Reopening of Schools X ***Social Emotional Academic Learning (SEAL)***	***Academic Disparities*** ☐ ***Talent and Gifted*** ☐ ***PreK-2 Literacy*** ☐ ***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students***
RELEVANT SCHOOL PROFILE DATA	
Link to GM Data: https://docs.google.com/document/d/1fLOdYI_Af6OiiP75Ac2iDT9ElZxDbf5gvN7NKDbaNLo/edit?usp=sharing	

GEORGE MASON ELEMENTARY SCHOOL

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STRAND I: TEACHING FOR LEARNING			
1	**ENGLISH LANGUAGE ARTS (ELA)** **SMART Goal(s): 75% of K-5 students will be reading at or above benchmark, as measured by reading assessments and records by May, 2021.**	2	**MATHEMATICS** **SMART Goal(s): 75% of students will be on or above level in selected number sense proficiencies, as measured by common assessments by May, 2021**
3	**SCIENCE** **SMART Goal(s): All students who score two or less as measured by the common science rubric will grow one or more levels by May, 2021**	4	**EL and SPECIAL EDUCATION** **SMART Goal(s): Seventy percent (70%) of co-teaching walkthrough observations will indicate use of a high yield co-teaching model by May, 2021.**

ACTION PLAN					
1A. Essential Action/Research-Based Strategy: ELA teachers will develop their knowledge and implement Kagan cooperative learning structures to support student to student engagement, ensure equity, and increase student discourse.					
Evidence Driving This Essential Action: Based on assessment results, student performance, and observations during instructional rounds student engagement is an area of growth.					
Plan to Assess Progress: Observation and professional reflection of use in the virtual classroom.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Following the completion of training teachers will incorporate Kagan Cooperative Learning structures in virtual learning instruction.	All K-5 ELA Teachers	September/October 2020-June 2021	**Evidence:** Fidelity Checks and classroom observations **Artifacts:** Attendance roster in PLMS for school PD days. Coaching Log PLC Notes	Person Responsible: Eileen Oliver-Eggert and Michelle Suchenski Frequency: Bi-Monthly Coaching Opportunities

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

1B. Essential Action/Research-Based Strategy: ELA teachers will utilize common assessment to drive instruction and monitor student progress of student learning.					
Evidence Driving This Essential Action: Based on student performance data it was evident grade levels need to align assessments across grade levels and with the SOLs.					
Plan to Assess Progress: Teachers will create common pre/post assessments and use the data to discuss and plan during PLC meetings.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Grade level teams will create, adapt, and implement common pre and post unit assessments and discuss data during PLCs to help drive interventions and enrichment	All K-5 ELA Teachers	October 2020- June 2021	**Evidence:** Academic Leadership Team will attend and observe weekly PLC meetings. **Artifact**: Assessments will be made available by teachers in a common assessments folder for each unit of instruction. Teachers will meet in PLCs to look at and reflect on common assessment results and adjust tiers and interventions accordingly.	Person Responsible: Team Leaders Frequency: Per unit

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

1C. Essential Action/Research-Based Strategy: ELA teachers will explicitly teach academic vocabulary to support English Learners with an expectation of student application.					
Evidence Driving This Essential Action: Student performance data					
Plan to Assess Progress: Students will demonstrate their understanding of academic vocabulary based on grade level appropriate performance tasks.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Teachers will explicitly teach identified academic vocabulary (Reading Key Unit Vocabulary) for the reading content area.	All K-5 ELA Teachers	October 2020- June 2021	**Evidence:** Classroom observation from Academic Leadership Team **Artifact:** Resources provided by Coaches Unit Assessment & Student Data	Person Responsible: Kelsey Ragucci Frequency: Per Unit

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

1D. Essential Action/Research-Based Strategy: Implement new MTSS process and provide professional learning opportunities to ensure consistency and fidelity.					
Evidence Driving This Essential Action: Student performance data indicated a need for a consistent MTSS process and implemented with fidelity.					
Plan to Assess Progress: Fidelity checks and data review meetings.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Provide ongoing professional learning to staff on systems and structures of the GM MTSS Framework for consistent implementation.	All Staff	Creation: Winter and Spring of 2020 PD & Implementation: Fall/Winter 2020	**Evidence:** Kid Talks SIT/SST Meetings Child Study PLC Meetings **Artifact**: MTSS Framework/documentation Progress monitoring tools.	Administration Coach Team Farah Nichols-Peterson

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

2A. Essential Action/Research-Based Strategy: Math teachers will develop their knowledge and implement Kagan cooperative learning structures to support student to student engagement, ensure equity, and increase student discourse.					
Evidence Driving This Essential Action: Math teachers will develop their knowledge and implement Kagan cooperative learning structures to support student to student engagement, ensure equity, and increase student discourse.					
Plan to Assess Progress: Observation and professional reflection of use in the virtual classroom.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Following the completion of training teachers will incorporate Kagan Cooperative Learning structures in virtual learning instruction.	All K-5 Math Teachers	September/October 2020- June 2021	**Evidence:** Fidelity Checks and classroom observations **Artifacts:** Attendance roster in PLMS for school PD days. Coaching Log PLC Notes	Person Responsible:Eileen Oliver-Eggert and Michelle Suchenski Frequency: Bi-Monthly Coaching Opportunities

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

2B. Essential Action/Research-Based Strategy: Math teachers will utilize common assessment to drive instruction and monitor student progress of student learning.					
Evidence Driving This Essential Action:Based on student performance data it was evident grade levels need to align assessments across grade levels and with the SOLs.					
Plan to Assess Progress: Teachers will create common pre/post assessments and use the data to discuss and plan during PLC meetings.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Grade level teams will create, adapt, and implement common pre and post unit assessments and discuss data during PLCs to help drive interventions and enrichment	All K-5 Math Teachers	October 2020-June 2021	**Evidence:** Academic Leadership Team will check and review the common pre and post assessments. **Artifact**:Assessments will be made available by teachers in a common assessments folder for each unit of instruction.	Person Responsible: Team Leaders Frequency: Per unit

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

2C. Essential Action/Research-Based Strategy: Math teachers will explicitly teach academic vocabulary to support English Learners with an expectation of student application.					
Evidence Driving This Essential Action: Student performance data					
Plan to Assess Progress:Students will demonstrate their understanding of academic vocabulary based on grade level appropriate performance tasks					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Teachers will explicitly teach identified academic vocabulary (Math Key Unit Vocabulary) for the math content area.	All K-5 Math Teachers	October 2020 - June 2021	**Evidence:** Classroom observation from Academic Leadership Team **Artifact:** Resources provided by Coaches Unit Assessment & Student Data	Person Responsible: Jennifer Rutherford Frequency: Per Unit

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

2D. Essential Action/Research-Based Strategy: Implement new MTSS process and provide professional learning opportunities to ensure consistency and fidelity.					
Evidence Driving This Essential Action: Student performance data indicated a need for a consistent MTSS process and implemented with fidelity.					
Plan to Assess Progress:Fidelity checks and data review meetings.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Provide ongoing professional learning to staff on systems and structures of the GM MTSS Framework for consistent implementation.	All Staff	Creation: Winter and Spring of 2020 PD & Implementation: Fall/Winter 2020	**Evidence:** Kid Talks SIT/SST Meetings Child Study PLC Meetings **Artifact**: MTSS Framework/documentation Progress monitoring tools.	Administration Coach Team Farah Nichols-Peterson

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

3A. Essential Action/Research-Based Strategy: Science teachers will utilize common assessment to drive instruction and monitor student progress of student learning.							
Evidence Driving This Essential Action: Based on student performance data it was evident grade levels need to align assessments across grade levels and with the SOLs.							
Plan to Assess Progress: Teachers will create common pre/post assessments and use the data to discuss and plan during PLC meetings.							
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**		
Academic Disparity	Grade level teams will create, adapt, and implement common pre and post unit assessments and discuss data during PLCs to help drive interventions and enrichment	All K-5 Science Teachers	October 2020- June 2021	**Evidence:** Academic Leadership Team will attend and observe weekly PLC meetings. **Artifact**: Assessments will be made available by teachers in common assessments folder for each unit of instruction. Teachers will meet in PLCs to look reflect on common assessment results and adjust tiers and interventions accordingly.	Person Responsible: Team Leaders Frequency: Per unit		

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

3B. Essential Action/Research-Based Strategy: Science teachers will explicitly teach academic vocabulary across content areas to support English Learners with an expectation of student application.

Evidence Driving This Essential Action: Student performance data

Plan to Assess Progress: Students will demonstrate their understanding of academic vocabulary based on grade level unit assessment

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**		
Academic Disparity	Teachers will explicitly teach identified academic vocabulary (Science Key Unit Vocabulary and Tier 2 (EL) Vocabulary) for the science content area.	All K-5 Science Teachers	October 2020 - June 2021	**Evidence:** Classroom observation from Academic Leadership Team **Artifact:** Resources provided by Coaches Unit Assessment & Student Data	Person Responsible: Carrie Keene Frequency: PerUnit		

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

4A. Essential Action/Research-Based Strategy: Specialized Instruction team members and general education teachers will implement high yield co-teaching strategies.					
Evidence Driving This Essential Action: Based on student performance data it was evident that high yield instructional practices needed to be utilized to better engage our SWD.					
Plan to Assess Progress: Ongoing classroom observations and feedback cycles of collaborative teams.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	All specialized instruction team members along with general education co-teachers will implement the use of high yield co-teaching models.	Specialized Instruction Team Members General Education Teachers	October 2020-June 2021	**Evidence:** Co-teaching Observations and walk-throughs **Artifacts:** High-Yield Co-Teaching Checklist Co-teaching Google Drive Canvas Co-Teaching Walkthrough Training	Person(s) Responsible: Eileen Oliver-Eggert Allison MacMahon Frequency: 3 checklists and feedback sessions per month

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

4B. Essential Action/Research-Based Strategy: Specialized instruction team members will develop and utilize the Specially Designed Instruction (SDI) toolkit.

Evidence Driving This Essential Action: Based on student performance data it was evident that high yield instructional practices needed to be utilized to better engage our SWD and EL students.

Plan to Assess Progress: Ongoing classroom observations and feedback cycles of collaborative teams.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	The specialized instruction team will identify, explore, and implement components of the SDI toolkit.	Specialized Instruction Team Members	October 2020-June 2021	**Evidence:** Observations and walkthroughs **Artifacts:** PLC Agendas SDI Toolkit Google drive	Person(s) Responsible: Eileen Oliver-Eggert Allison MacMahon Frequency: Ongoing

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***					
DOMAIN: **Equity and School Community**					
SMART Goal(s): During the 2018-2020 and 2020-2021 school years, 100% of licensed staff will participate in activities intended to increase cultural competency and equity in the learning environment. The activities will result in an improvement to equity audit results.					
ACTION PLAN					
5A. Essential Action/Research-Based Strategy: During the 2018-2020 and 2020-2021 school years licensed staff members will explore the impact of teachers perceptions about race, racism, and implicit bias on the effective implementation of equitable practices through professional learning opportunities.					
Evidence Driving This Essential Action: Student performance data indicating a achievement gaps					
Plan to Assess Progress: Implementation plans and observations that document implementation of concepts addressed to PD					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Licensed staff will meet 4 times during each school year to participate in cultural competency modules designed for the school.	Dawn Lucas, Equity Liaison, and Seazante' Oliver, Principal	August 2018-May 2021	**Evidence:** Exit ticket/staff feedback and reflections **Artifacts:** Equity PD Agendas, presentation notes, attendance sheets in PLMS	Dawn Lucas Seazante' Oliver

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

5B. Essential Action/Research-Based Strategy: During the 2018-2020 and 2020-2021 school years, George Mason Elementary School will conduct an equity audit to determine next steps for professional development focusing on eliminating race, poverty, and the acquisition of English as an additional language as predictors of access to rigorous and engaging learning opportunities.

Evidence Driving This Essential Action: Student performance data indicating a achievement gaps

Plan to Assess Progress: Implementation plans and observations that document implementation of concepts addressed to PD

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Plan for 2020-2021 professional learning driven by district-wide initiatives/2025 Strategic Plan along with implementation of content learned.	Dawn Lucas, Equity Liaison Seazante' Oliver, Principal Judy Fulghum, EL Team Lead	November 2020	**Evidence:** Exit ticket/staff feedback and reflections as well is implementation plans (e.g. outreach) **Artifacts:** Equity PD Agendas and PD plan delineating direct correlation to the Strategic Plan	Judy Fulghum Dawn Lucas Seazante` Oliver

GEORGE MASON ELEMENTARY SCHOOL

OVERARCHING SCHOOL GOAL: George Mason will eliminate race and poverty as a predictor of standardized assessment success by 2022 when mentioned subgroups will have an overall adjusted score of 75% or show sufficient growth per VDOE growth model on the SOL assessment.

5C. Essential Action/Research-Based Strategy: Conduct a summer book club using book selected with input from staff.					
Evidence Driving This Essential Action: Student performance data indicating a achievement gaps					
Plan to Assess Progress: Implementation plans and observations that document implementation of concepts addressed to PD					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Academic Disparity	Licensed staff will participate in a summer book club, book selection with input from staff and apply findings to the classroom and our school.	Staff Participants in book club	Summer 2020	**Evidence:** Teachers' plans for applying knowledge gained in the classroom setting, observations indicating implementation **Artifacts:** Journal of chapter reflections.	Dawn Lucas Seazante' Oliver

Initiatives from 2018.19 SEP that will continue and are now part of our standard operating procedure:

* Teachers will make differentiated intervention decisions in reading and math based on students' needs and MTSS.

*Meeting in PLC's to monitor student work, collaborate, share professional practices, and receive customized professional development.

Also Occurring:

*Implementation of balanced literacy, new math materials, and the new science standards.

*GLAD training for staff as we build our internal cohort.

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

1. **Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college.**
2. **Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth.**
3. **An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.**
4. **Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments.**
5. **Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn.**
6. **Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in its business operations.**

RELEVANT SCHOOL PROFILE DATA

Mathematics Performance	2016-2017				2017-2018				2018-2019			
Student Subgroup	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed
All Students												
Black	20	54	74	26	17	55	72	28	16	61	77	23
Hispanic												
White	39	51	90	10	42	44	86	14	34	56	90	10
Students with Disabilities												
Students without Disabilities	24	53	77	23	26	52	78	22	20	64	84	16
Economically Disadvantaged												
Not Economically Disadvantaged	37	42	85	15	44	43	86	14	39	54	93	7
English Learners												

English Reading Performance	2017-2018				2018-2019			
Student Subgroup	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed
All Students								
Black	15	54	70	30	16	54	69	31
Hispanic								
White	37	46	83	17	39	46	84	16
Students with Disabilities								
Students without Disabilities	22	56	77	23	24	49	73	27
Economically Disadvantaged								
Not Economically Disadvantaged	37	53	90	10	39	48	87	13
English Learners								

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

2020 Reading Student Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.92	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.89	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

STRAND I: TEACHING FOR LEARNING				
	ENGLISH LANGUAGE ARTS (ELA)		**MATHEMATICS**	
	1	**SMART Goal(s): Dually identified Students, Students with Disabilities and EL student's levels 1-4 will meet the Reading MAP mean growth norms from Fall 2020 to Spring 2021.**	2	**SMART Goal(s): Dually identified students, students with disabilities and EL students levels 1-4 will meet their MAP mean growth norms from Fall 2020 to Spring 2021.**
	3. Other (specify):	**VIRTUAL LEARNING PLUS**	**SMART Goal(s): For the duration of virtual learning plus, the James K. Polk Staff will ensure that all students consistently attend virtual learning instructional sessions. All students will increase their attendance to reading and math virtual instructional blocks to no less than 4 out of 5 days per week.**	
ACTION PLAN				

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

	1. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the targeted subgroup of dually identified students with disabilities and EL students levels 1-4 using data to guide the use of instructional strategies and programs. Tier 2 and 3 instructional support will be provided during the Intervention/Enrichment block. Data review at team meetings and PLC meetings with Administrators, Instructional Coaches and Grade Level Teams will provide progress monitoring check points.						
	Evidence Driving This Essential Action: Running records, PALS data, MAP screeners, WIDA, and Teacher Observations						
	Plan to Assess Progress: Running Records, MAP Growth assessments, Informal Assessments and Teacher Observations						
	Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)** *Funds Budgeted Under:*	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
	Classroom teachers/SPED teachers	Quarterly PLC 's to include review of data and targeted professional development on topics of: lesson planning, corrective action plans, differentiation as well as strategies for guiding reading and small group intervention to meet the needs of individual students.	Professional Development Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw)	Data Coach, Reading Coach, Reading Interventionists, EL Interventionists	09/20-06/21	Evidence: MAP Data, running records Artifacts: PLC Agenda, Minutes, Notes, Sign in sheets, training materials	Administration Team Quarterly
	Dually Identified Students with Disabilities and EL students levels 1-4	Administration, Academic Coach, Data Coach, and Reading Specialists will conduct virtual observations and provide targeted feedback. Administration will meet with Coaches and Specialists to discuss concerns related to observations. Additional observations and follow-up meetings with teachers will take place. Data Coach and Reading Specialists will model lessons as necessary based on observations and assessment data.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning	Administration, Data Coach. Reading Specialist	09/20-06/21	Artifacts: Zoom Walkthroughs and observations. Notes	Administration Team & Data Coach, Reading Specialists Quarterly
	Dually Identified Students with Disabilities and EL students levels 1-4	Intervention and Enrichment (I/E) time for grades 1-5, 30 minutes daily with explicit instructional content in reading. During this time, students in need of intervention receive targeted, differentiated, research-based programs or small group customized instruction from a teacher or interventionist. Including programs specific to SWD.	Academic Interventionist, Reading Instructional Coach, Science IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Technology (Ipads, monitors, kajeets)	Data Coach, Reading Coach, Reading Interventionists, EL , SPED , Classroom teachers	09/20-06/21	Evidence: Student Data, MAP, Data Binders, informal assessments Artifacts:	Administration Team & Teachers Monthly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

						Team Grade Level Meeting, Lesson Plans, Google Docs, Zoom Observations	
	Dually Identified Students with Disabilities and EL students levels 1-4	Develop reading end of unit common assessments that will be used to plan small groups and create corrective action plans.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Technology (Ipads, monitors, kajeets)	Data Coach, Reading Coach, Reading Interventionists EL , SPED, & Classroom teachers	09/20-06/21	Evidence/Artifacts: Common assessments, small group schedules, data, grade level team meeting minutes	Data Coach, Reading Coach, & Administration Quarterly
	All teaching staff	Professional Development: Polk offers extensive professional development (PD) opportunities for teachers on asynchronous Mondays, and professional development days. The PD will focus on implementation of the ACPS Literacy Framework and best practices and the use of technology and resources to implement in the Virtual Plus and hybrid environment.	Professional Development Instructional Planning Instructional & School Supplies	Data Coach, Reading Coach, & Reading Interventionists,	09/20-06/21	Evidence/Artifacts: PLMS Transcripts, PLP, Team meetings, Sign In Sheets, Agenda	Administration Team, Data Coach, & Reading Coach As needed
	Dually Identified Students with Disabilities and EL students levels 1-4	Implement effective co-teaching strategies in an inclusive virtual setting with Reading, EL and special education teachers. Also ensure that accommodations are being provided in this setting when appropriate and necessary.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning	Classroom teachers, EL Interventionists, Reading Interventionists, SPED Teachers	09/20-06/21	Evidence/Artifacts: Classroom Observations, Walkthroughs, data	Administration Team Data Coach Reading Coach
	Classroom Teachers	Quarterly vertical meeting with representatives from each grade level, EL, SPED, Reading, Data Coach, Reading Coach, and administration team to review the school achievement plan, recent student data collected, resources available, resources needed, along with results from any programs in progress on our plan.	Instructional Planning Instructional & School Supplies	Data Coach, Reading Coach	11/20-06/21	Evidence/Artifacts: Agenda, minutes, sign in sheets and action plans	Administration Team Quarterly

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

	Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**		**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Monthly Grade Level Meetings to include review of students' performance data and Professional Development on strategies for continued improvement.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw)	Principal, All Teachers, Administrative Team		Evidence: Students' performance data, agendas, notes, and attendance records Artifacts:	All Teachers, Principal, Administration Team
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Intervention and Enrichment (I/E) time for grades 1-5, 30 minutes 1-4 days a week with explicit instructional content in math. During this time, students in need of intervention receive targeted, differentiated, research-based programs or small group customized instruction from a teacher, including resources provided for Math by the Specialized Instruction (i.e. Number Worlds).	Academic Interventionist, Reading Instructional Coach, Science Extended Learning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw) Instructional & School Supplies	Classroom, Special Education and EL Teachers		Evidence: MAP Benchmark Assessments, Teacher Zoom Observations, Formative and Unit Assessments Artifacts:	Classroom Teacher, Intervention Teachers, Administration Team
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Goal Teams, represented by a leader from each grade level (K-5), subject specific, meet monthly to review the school achievement plan, recent student data collected, resources available, resources needed, along with results from any programs in progress on our plan.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw)	All Teacher, Administration Parents		Evidence: Attendance, Agendas, and Notes Artifacts:	Goal Team

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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	Dually Identified Students Students with Disabilities and EL students levels 1-4	Beginning in the second semester, teachers will provide additional customized instructional support after school hours for small groups of students. Teachers will use student data to monitor progress.	Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	Licensed Staff		Evidence: Formative Assessment, Dreambox	Licensed Staff, Administration Team
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Implement effective co-teaching strategies in inclusive setting ensuring that skills acquired last year when both EL and special education teachers participated in co-teaching cadre. Also ensure that accommodations are being provided in this setting when appropriate and necessary.	Professional Development Instructional Planning Instructional & School Supplies Technology (Ipads, monitors, kajeets)	Specialized Instruction-Special Education Teachers, EL and General Education Teachers		• Zoom Observations SI Walkthrough Protocol Artifacts:	Classroom Teachers, SPED Teachers, EL Teachers (3-5), Reading Teachers/Specialists/Weekly
	Dually Identified Students Students with Disabilities and EL students levels 1-4	The Administrative Team will conduct observations during the math instructional blocks and give feedback regarding instructional practices and student performance.	Instructional Planning Instructional & School Supplies	Administrative Team		Evidence: Observation Reports, Teacher Feedback	Administration Team
	3. Essential Action/Research-Based Strategy: As a result of COVID- 19, JKP is closed and the current mode of teaching and learning is virtual.						
	Evidence Driving This Essential Action: Attendance Records and Teacher , Communication Team and/or Administrator Observations						
	Plan to Assess Progress: Attendance Records and Teacher / Communication Team Administrator Observations						
	Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
	Students who missed 7 or more days during the 1st Quarter and/or	Teachers will contact members of the Communications Team regarding students who exhibit inconsistent attendance to reading or math.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	All Teachers	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls	Communications Team Parent Liaison Administrative Team

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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	demonstrated inconsistent attendance to reading and math virtual instructional blocks.					Artifacts:	Monday- Friday, as needed
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and math virtual instructional blocks.	The Communications Team will contact parents/ Day School Directors/ emergency contacts regarding students' attendance.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets	Communications Team	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls	Administrative Team Monday- Friday, as needed
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Communications Team will contact the Parent Liaison related to students' inconsistent attendance.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets	Communications Team	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Parent Liaison will reachout parents and/or the School Support Team.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	Parent Liaison	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The School Support Team will investigate students' situations and determine the source (technical issues, families issues, anxiety regarding Zoom usage) of the students' inconsistent attendance. The School Support Team will discuss targeted students during the weekly SST/Administrative Team Meeting	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	School Support Team	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday- Friday, as needed
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Administrative Team will contact parents and/or conduct home visits for students who demonstrate challenges with active engagement in the virtual setting.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Administrative Team will meet with students 2 times per week to establish relationships with students, who need additional support with accessing virtual learning.	Extended Learning Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal	Duration of Virtual Learning Plus	Evidence: Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Weekly

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***						
DOMAIN:						
SMART Goal(s): For the duration of the Virtual Plus and Hybrid Learning Model staff will address issues of equity by increasing family and community engagement holding regular meetings to help parents understand the models and instructional expectations for their child.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the parents/guardians of the targeted subgroups of dually identified students with disabilities and EL student's levels 1-4. Staff will increase the likelihood that families participate in meetings such as parent conferences, principal's coffees, Title I meetings, Virtual Plus/Hybrid informational meetings, and other family engagement through regular newsletters, phone calls, Remind messages, and Canvas announcements in the language of preference.						
Evidence Driving This Essential Action: Families of EL, Special Educations and dually identified students struggled with access to virtual Learning at higher rates than other subgroups. Attendance, access to the internet, and limited resources for student learning at home was all contributing factors to the lower level of engagement during the first quarter of virtual learning.						
Plan to Assess Progress: Attendance Records and Teacher Reports , Zoom meeting Sign In records, Administrator Observations, and Parent Liaisons/Parent Outreach Support Staff data						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

Parent & Families	Increase communication through the use of the Parent Liaison and Parent Support Specialist. Provide cell phones to each of the three staff to have immediate access to families.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	● Parent Liaison ● Parent Support Specialists	08/2020 - 06/2021	Evidence:Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records	
Parent & Families	Provide translation in Spanish, Arabic, and Amharic for all meetings and activities in which parents are expected to engage in discussions and provide input.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	● Parent Liaison ● Social Worker ● Support Specialist	08/2020 - 06/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Sign In sheets, attendance records	
Parent & Families	Use a text capable platform to ensure that parents are informed about upcoming meetings and events. Also use multiple forms such as newsletters, Canvas announcements and phone calls.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	● Administrators ● Parent Liaison ● Teachers ● Title I Team	12/2020 - 06/2021	Evidence:Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records	
Parent & Families	Provide translation in Spanish, Arabic, and Amharic for all meetings and activities in which parents are expected to engage in discussions and provide input.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	● Parent Liaison ● Social Worker ● Support Specialist	08/2020 - 06/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Sign In sheets, attendance records	Parent & Families

2. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the parents/guardians of the targeted subgroups of dually identified students with disabilities and EL students levels 1-4. We will ensure that we understand the unique needs of the community and find ways to provide targeted support.

Evidence Driving This Essential Action: Our El families are least likely to attend PTA and informational meetings as seen in the low turnout at the first two meetings during 2020-2021- school year.

Plan to Assess Progress: We will implement strategies and monitor attendance of parents for meetings as well as attendance and engagement of students during the Virtual Plus Learning.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

Parent & Families	Assign grade levels to each parent outreach staff (EM -KG/1, JC - 2/3, MM - 4/5) allowing for a more direct connection between families and school staff.	Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	• Parent Liaison • Parent Support Specialists • Teachers	08/2020 - 06/2021	Evidence:Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records, phone logs	
Parent & Families	Conduct needs assessments via surveys or conversations with school staff.	Professional Development Instructional Planning	• Parent Liaison • School Support Team • Administrators	01/2021 - 04/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Generated list of topics and needs of the community; Sign In sheets, attendance records, Surveys results	
Parent & Families	Plan parent coffees, and Title I meetings being sure to address the unique needs that have been identified via the needs assessments.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies	• Parent Liaison • School Support Team • Administrators	01/2021 - 04/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Generated list of topics and needs of the community; Sign In sheets, attendance records, Surveys results	

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

+

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	*Academic Disparities*
☐ *Social Emotional Academic Learning (SEAL)*	☐ *Talent and Gifted* ☐ *PreK-2 Literacy* ☐ *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA

Baseline Data:

SOL Reading	Spring 17	Spring 18	Spring 19
ALL	62%	67%	61%
Asians	83%	75%	57%
Blacks	57%	58%	49%
Economically Disadvantaged	56%	61%	51%
English Learners	60%	36%	29%
Hispanics	59%	71%	62%
Students with Disabilities	34%	33%	28%
Whites	90%	88%	89%

Baseline Data:

SOL Math	Spring 17	Spring 18	Spring 19
ALL	61%	52%	59%
Asians	83%	75%	57%
Blacks	55%	42%	50%
Economically Disadvantaged	58%	46%	53%
English Learners	69%	31%	44%
Hispanics	65%	57%	59%
Students with Disabilities	38%	27%	30%
Whites	84%	71%	80%

Baseline Data:

SOL Science	Spring 17	Spring 18	Spring 19
ALL	65%	75%	67%

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Suspension Data
https://docs.google.com/spreadsheets/d/1m7LeCOz6McHk9KIFAeyF17wLIFGvEDWwfyZ_q5crai0/edit?usp=sharing

Reading

	2018 - 2019			2019-2020			2020 - 2021		
PALS Trends	# Assessed	# Identified	% Identified	# Assessed	# Identified	% Identified	# Assessed	# Identified	% Identified
Kindergarten	73	18	24%	73	18	24%	64	15	23%
First Grade	72	19	26%	72	18	26%	66	21	32%
Second Grade	61	18	30%	61	19	30%	67	26	39%
Third Grade	20	14	70%	20	14	70%	22	17	77%

MAP Winter 2019-2020			
	Below Basic	Basic	Proficient
3rd grade	30%	28%	28%
4th grade	49%	13%	31%
5th grade	45%	14%	33%
6th grade	37%	10%	33%
7th grade	31%	8%	35%
8th grade	45%	9%	32%

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Math

MAP Winter 2019-2020			
	Below Basic	Basic	Proficient
3rd grade	32%	24%	31%
4th grade	39%	13%	40%
5th grade	33%	21%	42%
6th grade	42%	3%	48%
7th grade	30%	23%	36%
8th grade	51%	N/A*	N/A*

* MAP Norm study has no RIT correlation for these bands of performance for 8th grade Math.

STRAND I: TEACHING FOR LEARNING			
1	ENGLISH LANGUAGE ARTS (ELA)	2	MATHEMATICS
	SMART Goal(s): During the 2020 - 2021 school year, students who are economically disadvantaged, students with disabilities and Black students will improve 5 % in their growth bands on the SOL.		SMART Goal(s): During the 2020 - 2021 school year, students who are economically disadvantaged, students with disabilities and Black students will improve 5 % in their growth bands on the SOL.
3. Other (specify):	SCIENCE	SMART Goal(s): During the 2020 - 2021 school year, students will show proficiency on science standards to increase the overall pass rate from 67% to 75% on the SOL.	

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

ACTION PLAN (READING)					
1. Essential Action/Research-Based Strategy: Implement and conduct consistent data dive routines, to identify common trends in growth/lack of growth and create intervention plans to differentiate instructional supports across grade levels (intentional time for interventions, enrichment, reteaching, and new learning).					
Evidence Driving This Essential Action:					
Plan to Assess Progress: Review and analyze assessments (Lexia, PALs, teacher created and school wide formative and summative assessments), PLC protocols and structures, coaching cycles, and walkthroughs					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Kindergarten - 8 Strategic Plan: Student Accessibility and Support	Intervention/Enrichment to support data trends on student learning	admin, coaches, school improvement coordinator teachers, IB coordinator	(45 minutes per day) (Oct 2020-June 2021	Evidence: Artifacts:	school improvement coordinator, coaches, assistant principals, Head of School
Kindergarten - 8 Strategic Plan: Systemic Alignment	Continuous Coaching Cycles	coaches, teachers	2 week cycle per teacher (multiple teachers at a time) (Oct 2020-June 2021)	Evidence: Artifacts:	Head of School, Assistant Principals
Kindergarten - 8 Strategic Plan:	PLC deep dive discussions surrounding the data collected to include (formatives, end of unit, PLC notes, anecdotal notes, running records)	admin, coaches, school improvement coordinator, teachers, instructional	weekly with each team (Oct 2020-June 2021)	Evidence: Artifacts:	school improvement coordinator, coaches, assistant principals, Head of School, team leads

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

		assistants, IB coordinator			
Coaches K - 8 Teachers Plan: Systemic Alignment	Create and implement an action plan to respond to data findings (student data, instructional data (walkthroughs, etc.), trends	admin, coaches, school improvement coordinator, teachers, instructional assistants, IB coordinator	weekly (see above) (Oct 2020-June 2021)	Evidence: Artifacts:	assistant principals, school improvement coordinator, coaches
K - 8 Strategic Plan: Systemic Alignment Student Accessibility and Support	Collect, analyze and discuss progress monitoring data of SWD and Black students gap groups in order to provide specific, targeted instruction	SPED accountability specialist, District instructional specialists, coaches, admin, SPED and ELL teachers, school improvement coordinator	weekly (Oct 2020-June 2021)	Evidence: Artifacts:	SPED accountability specialist, school improvement coordinator, assistant principals, Head of School, coaches
2. Essential Action/Research-Based Strategy: Incorporate high- impact (engaging, rigorous, culturally relevant) literacy instructional strategies to differentiate learning for all students.					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strategic Plan: Instructional Excellence	Plan and provide professional development/learning to support classroom instruction to introduce new strategies (GLAD, TAG, etc.)	admin, coaches, school improvement coordinator, IB coordinator, district trainers	(Oct 2020-June 2021)	Evidence: Artifacts:	
Coaches and K - 8 Teachers	Develop standards-based grade level assessments using Revised Bloom's Taxonomy	admin, coaches, school improvement	(Nov 2020-June 2021)	Evidence: Artifacts:	Coaches and K - 8 Teachers

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Strategic Plan: Systemic Alignment Instructional Excellence		coordinator, IB coordinator, district trainers			
Literacy Coach Reading Interventionists Kindergarten - 2nd Strategic Plan: Instructional Excellence Student Accessibility and Support	Use a variety of phonics and phonemic awareness activities to build, improve, and strengthen K - 2 students skills	Literacy Coach K - 3 teachers	(Nov 2020-June 2021)	Evidence: Artifacts:	Literacy Coach Reading Interventionists Kindergarten - 2nd
Literacy Coach Reading Interventionists Kindergarten - 3rd teachers and K - 8 Special Education Teachers Strategic Plan: Instructional Excellence Student Accessibility and Support	Use Word study activities	Literacy Coaches and Interventionist Kgn. - 3rd grade teachers, K - 8 Special Education Teachers	(Oct 2020-June 2021)	Evidence: Artifacts:	Literacy Coach Reading Interventionists Kindergarten - 3rd teachers and K - 8 Special Education
Kindergarten - 8th Strategic Plan:	use culturally relevant text during implementation of Read Alouds (across all content areas) to model think	Coaches all classroom and Special Education Teachers	(Dec 2020-June 2021)	Evidence: Artifacts:	Kindergarten - 8th

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Instructional Excellence Student Accessibility and Support	alouds and support student development of independent reading skills.				
6 - 8 Reading, Social Studies, and Science Teachers Literacy Coach and Interventionist Strategic Plan: Instructional Excellence	Implement the Critical Reading Process across all content areas (6-8)		(Nov 2020-June 2021)	Evidence: Artifacts:	6 - 8 Reading, Social Studies, and Science Teachers Literacy Coach and Interventionist
Kgn. - 8 Teachers Coaches Admin Strategic Goal(s): Systemic Alignment Instructional Excellence	Develop and implement vertical planning time/schedule to unpack standards, essential knowledge and skills, vocabulary, and test questions/types.	Coaches/Coordinators classroom teachers Admin	Monthly	Evidence: Artifacts:	Kgn. - 8 Teachers Coaches Admin

ACTION PLAN (MATH)
1. Essential Action/Research-Based Strategy: Increase and incorporate high- impact (engaging, rigorous, culturally relevant) math instructional strategies to differentiate for all learners.
Evidence Driving This Essential Action: Assessment Data
Plan to Assess Progress:

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Kindergarten - 8 Strategic Plan: Student Accessibility and Support	Collect, analyze and discuss progress monitoring data of all student groups in order to provide specific, targeted instruction	Kindergarten - 8 Coaches Interventionists	(Nov 2020-June 2021)	Evidence: Artifacts:	School Improvement Coordinator Administrators
Kindergarten - 8 Strategic Plan Goal(s): Instructional Excellence	Implementing 5-10 minutes of fluency activities as a part of daily math instruction.	Kindergarten - 8 Teachers	(Dec 2020-June 2021)	Evidence: Artifacts:	Kindergarten - 8 Coaches Interventionists School Improvement Coordinator Administrators
Coaches and Kgn. - 8 Classroom Teachers Strategic Plan Goal(s): Instructional Excellence	Research and implement best practices to increase student talk/discourse		(Nov 2020-June 2021)	Evidence: Artifacts:	Kgn. - 8 Classroom Teachers Coaches Interventionists Administrators
Coaches Kgn. - 8 Classroom Teachers Strategic Plan Goal(s): Systemic Alignment	Collect running evidence of student understanding	Coaches/Coordinators Classroom Teachers	monthly (Nov. 2020 - June 2021)	Evidence: Artifacts:	Kgn. - 8 Classroom Teachers Coaches Interventionists Coordinators Administrators

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Coaches and Interventionists Kgn. - 8 Classroom Teachers Strategic Plan Goal(s): Instructional Excellence	Research and implement ways to elicit student understanding		(Nov 2020-June 2021)	Evidence: Artifacts: entrance and exit tickets, modified lesson plans	Kgn. - 8 Classroom Teachers Coaches Interventionists Administrators
Kgn. - 8 Teachers Coaches Admin Strategic Goal(s): Systemic Alignment Instructional Excellence	Develop and implement vertical planning time/schedule to unpack standards, essential knowledge and skills, vocabulary, and test questions/types.	Coaches/Coordinators classroom teachers Admin	Monthly		Coaches Coordinators Administrators

2. Essential Action/Research-Based Strategy: Use "Concrete - Representational - Abstract" as a framework within math unit plans to help students apply number sense to computation and estimation standards.					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Kindergarten - 8 Strategic Plan: Instructional Excellence Student Accessibility and Support	Implement consistent use of manipulatives in daily lessons that allow students to engage with math in a hands-on format	admin, coaches, school improvement coordinator, teachers, instructional assistants, IB coordinator	(Dec 2020-June 2021)	Evidence: Artifacts:	assistant principals, school improvement coordinator, coaches
Kindergarten - 8 Strategic Plan: instructional Excellence Student Accessibility and Support	Implement consistent use of representations in daily lessons that allow students to engage with math in a hands-on format	admin, coaches, school improvement coordinator, teachers, instructional assistants, IB coordinator	(Nov 2020-June 2021)	Evidence: Artifacts:	assistant principals, school improvement coordinator, coaches
Coaches Kgn. - 8 Teachers Strategic Plan: Systemic Alignment	PLC deep dive discussions surrounding the data collected to include (formatives, end of unit, PLC notes, anecdotal notes, running records)	admin, coaches, school improvement coordinator, teachers, instructional assistants, IB coordinator	(Nov 2020-June 2021)	Evidence: Artifacts:	school improvement coordinator, coaches, assistant principals, Head of School, team leads
Coaches/Coordinators Admin Strategic Plan: Systemic Alignment	Create an action plan to respond to data findings (student data, instructional data (walkthroughs, etc.)), trends	admin, coaches, school improvement coordinator, teachers, instructional assistants, IB coordinator	weekly (see above) (Oct 2020-June 2021)	Evidence: Artifacts:	assistant principals, school improvement coordinator, coaches
Coaches/Coordinators Admin Kgn. - 8 Teachers Strategic Goal(s):	Collect, analyze and discuss progress monitoring data of student groups in order to provide specific, targeted instruction	SPED accountability specialist, District instructional specialists, coaches, admin, SPED and ELL teachers, school	weekly (Oct 2020-June 2021)	Evidence: Artifacts:	SPED accountability specialist, school improvement coordinator, assistant principals, Head of School, coaches

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Systemic Alignments Student Accessibility and Support		improvement coordinator			

ACTION PLAN (SCIENCE)					
1. Essential Action/Research-Based Strategy: JH teachers will employ effective science practices to differentiate instruction and assessment for all learners.					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K - 5 Teachers Coaches Strategic Goals(s): Instructional Excellence	All K-5 teachers will focus on Science inquiry as a part of their Tier 1 instruction by unpacking Science Standards and identifying essential skills and knowledge	SPED accountability specialist, District instructional specialists, coaches, admin, SPED and ELL teachers, school improvement coordinator		Evidence: Artifacts:	K - 5 Teachers Coaches
Kgn. - 8 Teachers Coaches Strategic Goals(s): Instructional Excellence	JH teachers will provide appropriate scaffolding, visuals, and collaborative projects -based learning to support all learners. Implementing small group instruction to meet all student needs	SPED accountability specialist, District instructional specialists, coaches, admin, SPED and ELL		Evidence: Artifacts:	Kgn. - 8 Teachers Coaches

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Student Accessibility and Support		teachers, school improvement coordinator			
Kgn. - 8 Teachers Coaches Strategic Goals(s): Instructional Excellence Student Accessibility and Support	K-8 teachers will use technology to support access to the curriculum. Teachers will differentiate for all learners with alternative assessments on computer based programs such as seesaw, near pod, Discovery Ed., Mystery Science, BrainPop, Gizmos, and Flocabulary	Teachers, ELL teachers, CIT, SPEd Teachers		Evidence: Artifacts:	Kgn. - 8 Teachers Coaches
Kgn. - 8 Teachers Coaches Strategic Goals(s): Systemic Alignment	Analyze assessment data and develop reteaching structure or enrichment as needed	teachers, coaches, ELL teachers, Sped teachers, TAG		Evidence: Artifacts:	Kgn. - 8 Teachers Coaches
Coaches Kgn. - 5 Teachers Strategic Goals(s): Systemic Alignment instructional Excellence	K-5 teachers will be provided coaching during science PLCs to ensure lesson plans align with VDOE standards	coaches, teachers, team leads		Evidence: Artifacts:	Coaches Kgn. - 5 Teachers
Coaches Kgn. - 8 Teachers Strategic Goals(s): Systemic Alignment	Middle grades science team will meet to ensure lesson plans align with VDOE science standards and allow for collaboration and peer teaching.	science teachers /Literacy coach			Coaches Kgn. - 5 Teachers

OVERARCHING SCHOOL GOAL:

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instructional Excellence					

2. Essential Action/Research-Based Strategy: JH teachers will provide opportunities for real- world and hands-on science application.					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Coaches Kgn. - 5 Teachers Strategic Goals(s): instructional Excellence	K-5 Teachers will begin to attend one PD to enrich science curriculum and learn about hands on and digital science resources yearly based on district level offerings	teachers, CIT, PLMS	Oct 2020-June 2021	Evidence: Artifacts:	IB/admin, parent liaison , team leads yearly
Kgn. - 8 Teachers Strategic Goal(s): Instructional Excellence Family and Community Engagement	K-8 teachers will plan at least 2 science related field trips (virtual) each year.	teachers, room parents,	Oct 2020-June 2021	Evidence: Artifacts:	IB/admin, parent liaison , team leads Quarterly or by semester
Kgn. - 8 Teachers Parent Liaison Strategic Goals(s):	JH teachers will use the PTA to connect with local resources or scientists to enhance hands-on and virtual learning opportunities for science curriculum.	Parent Liaison, teachers, room parents	Oct 2020-June 2021	Evidence: Artifacts:	instructional coaches, IB/admin

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Instructional Excellence Strategic Resource Allocation Family and Community Engagement					
Coaches/Coordinators Kgn. - 8 Teachers Instructional Excellence Student Access and Support	JH teachers will develop a conceptual or inquiry learning goal for each IB Unit plan to make - real world connection to science concepts.	teachers, instructional coaches IB	Nov 2020 - June 2021	Evidence: Artifacts:	instructional coaches, IB/admin
Coaches/Coordinators Kgn. - 8 Teachers Instructional Excellence Student Access and Support	Teachers will use science kits to facilitate student learning and provide the with opportunities for hands on learning	CO Science Instructional Specialist Teachers IB Coach	Nov 2020 - June 2021	Evidence: Artifacts:	instructional coaches, IB/admin

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***
DOMAIN: Family and Community Engagement
SMART Goal(s): By the end of the 2020 - 2021 school year, 80% of all classrooms school - wide will decrease the amount of discipline referrals and suspensions through the use of community building and instructional strategies that foster high expectations, accountability, cultural responsiveness, and restoration.

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

ACTION PLAN					
1. Essential Action/Research-Based Strategy: JH staff will build, foster, and maintain relationships with students, families, and the community.					
Evidence Driving This Essential Action: Suspension and Referral Data					
Plan to Assess Progress: Quarterly Surveys and Walkthrough Data					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Counselors Parent Liaison Dean of Students SST Strategic Goal(s):Family and Community Engagement	Establish an ongoing Parent University to build the capacity of parents to support students at home with virtual and in-person learning.	Parent Liaison School Counselors Dean of Students Coaches	Oct 2020 - June 2021	Evidence: Artifacts:	Counselors Parent Liaison Dean of Students SST Administrators
Strategic Goal(s): Family and Community Engagement Student Access and Support	Conduct monthly Parent Coffees to address parent concerns/interests in order to develop and implement action plans and solutions for student support and success.	Parent Liaison Administration	Dec 2020 - June 2021	Evidence: Artifacts:	Parent Liaison Administrators
Parent Liaison Admin Strategic Goal(s):	Plan and conduct Open House and/or school tours to acclimate and welcome families new to or are interested in attending /supporting JH.	Parent Liaison Administration	Sept 2020 - June 2021	Evidence: Artifacts:	Parent Liaison Office Staff Administrators

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Family and Community Engagement Student Access and Support					
Strategic Goal(s): Family and Community Engagement Student Access and Support	Continue to conduct Parent Conferences (as needed) and positive contact to provide resources and supports to students and their families.	Parent Liaison SST Administration	Sept 2020 - June 2021	Evidence: Artifacts:	Teachers and Staff Counselors Administrators
Teachers and Staff Admin Strategic Goals(s): Family and Community Engagement	Teachers, staff, and Administrators will join and participate in ongoing PTA and ARHA community meetings.	All staff Administration	Sept 2020 - June 2021	Evidence: Artifacts:	Teachers and Staff Administrators
2. Essential Action/Research-Based Strategy: Jefferson Houston school will create and implement social and emotional learning activities to support a positive school climate.					
Evidence Driving This Essential Action: Suspension, Referral, and Attendance Data					
Plan to Assess Progress: Implement Monthly SEAL Calendar and create and conduct quarterly survey					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
School Counselors Dean of Students	Develop a monthly SEAL resource calendar to target instruction on social and emotional learning (SEL).	School Counselors Dean of Students	(Oct 2020-June 2021)	Evidence: Artifacts:	School Counselors Dean of Students

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Strategic Goal(s): Family and Community Engagement Student Accessibility and Support Instructional Excellence					
Health and Wellness Committee School Nurse Administrators Kgn. - 8 Teachers and Staff Strategic Goal(s): Systemic Alignment	The Health and Wellness Committee will host a weekly "I Recharge" Wednesday, and other monthly activities to promote personal and professional health, well-being, and work-life balance.	Health and Wellness Committee Administrators	(Oct 2020-June 2021)	Evidence: Artifacts:	Health and Wellness Committee School Nurse Administrators Kgn. - 8 Teachers and Staff
Dean of Students School Counselors School Social Worker and Psychologist School Nurse Strategic Goal(s): Family and Community Engagement Student Access and Support	Use the SST /MTSS process to support students, families, and staff	School Dean School Counselors	(Oct 2020-June 2021)	Evidence: Artifacts:	Dean of Students School Counselors School Social Worker and Psychologist School Nurse

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Classroom Teachers Dean of Students School Counselors School Social Worker and Psychologist School Nurse Strategic Goal(s): Family and Community Engagement Student Access and Support	Increase # staff providing proactive, targeted instruction in social, emotional, behavioral regulation, and skill building through teacher training on access to JH SEAL resource calendar and CASEL domains, and teacher implementation of lessons	Classroom Teachers	(Oct 2020-June 2021)	Evidence: Artifacts:	Classroom Teachers Dean of Students School Counselors School Social Worker and Psychologist School Nurse Administrators
Classroom Teachers Dean of Students School Counselors School Social Worker and Psychologist School Nurse Strategic Goal(s): Family and Community Engagement Student Access and Support	Teachers will be trained in the use of Community Circles to foster relationships with their students.	Restorative Practices School Liaison Dean of Students	September 2020-June 2021	Evidence: Artifacts:	Classroom Teachers Dean of Students School Counselors School Social Worker and Psychologist School Nurse Administrators
3. Essential Action/Research-Based Strategy: Jefferson Houston School will use PBIS and the IB Learner Profiles to teach and model school wide behavior expectations.					
Evidence Driving This Essential Action: Attendance, Referral, and Suspension Data					
Plan to Assess Progress: Develop a PBIS Team					

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
PBIS Committee Strategic Goal(s): Instructional Excellence Family and Community Engagement Student Accessibility and Support	The PBIS Committee will meet monthly to plan school - wide end of month celebrations and grade level school meetings.	PBIS Committee	Sept 2020 - June 2021	Evidence: Meeting Agendas Artifacts: Fliers, photographs, and notices (emails)	PBIS Committee Grade Level Team Leads
SSt PBIS Committee Strategic Goal(s): Instructional Excellence Family and Community Engagement Student Accessibility and Support	The SST, Admin, and PBIS committee will provide ongoing professional learning on intervention strategies across all three tiers.	SST PBIS Committee	Sept 2020 - June 2021	Evidence: Artifacts:	Student Support Team PBIS Committee Administrators
PBIS Committee Classroom Teachers and Staff SST Parents Strategic Goal(s):	Class Dojo will be used to monitor students' growth in meeting school/class expectations and students' participation in school-wide incentives.	Classroom Teachers	Oct 2020 - June 2021	Evidence: Artifacts:	Student Support Team PBIS Committee Administrators

OVERARCHING SCHOOL GOAL:

Jefferson Houston PreK8 IB School will increase the number of students passing state assessments and/or demonstrating the minimum amount of growth by 5% points in subgroups with accreditation percentages in reading, math, and science, as well as decrease the amount of behavior/discipline referrals by 25% for Black students and 10 % for Students with Disabilities by June 2021.

Instructional Excellence Family and Community Engagement Student Accessibility and Support					
PBIS Committee PBIS Coaches Admin Strategic Goal(s): Instructional Excellence Family and Community Engagement Student Accessibility and Support	The School- Wide PBIS Committee will develop and conduct quarterly PBIS Walkthroughs	PBIS Coaches	Dec 2020 - June 2021	Evidence: Artifacts:	PBIS Committee
PBIS Coaches & Committee IB Coordinator Strategic Goal(s): Instructional Excellence Family and Community Engagement Student Accessibility and Support	The IB Coordinator and PBIS Committee will develop and implement monthly PBIS and IB Learner Profile Calendar	IB Coordinator PBIS Committee	October 2020-June 2020	Evidence: Artifacts:	IB Coordinator PBIS Committee

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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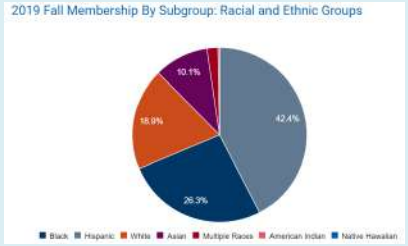
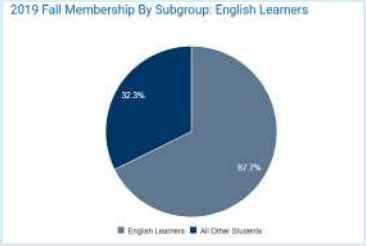
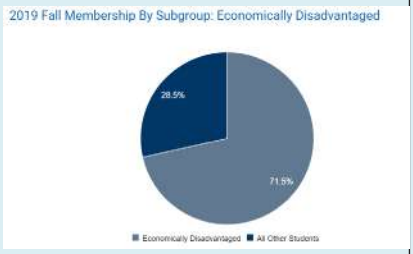
Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA







SOL READING DATA

Student Subgroups	2016-2017		2017-2018		2018-2019	
	Passed	Failed	Passed	Failed	Passed	Failed
All Students	69	31	63	37	64	36
Female	72	28	69	31	71	29
Male	66	34	56	44	58	42
Asian	75	25	62	38	59	41
Black	72	28	71	29	70	30
Hispanic	63	37	58	42	60	40
White	79	21	58	42	67	33
Multiple Races	64	36	60	40	<	<
Students with Disabilities	56	44	30	70	35	65
Economically Disadvantaged	68	32	59	41	61	39
English Learners	67	33	43	57	47	53

READING MAP GROWTH

Grade Level	Number of Students	Fall 2019		Winter 2020	
		Mean RIT	Standard Deviation	Mean RIT	Standard Deviation
3	93	184.1	17.8	189.7	16.4
4	105	197.7	18.3	202.5	17.3
5	100	204.7	18.3	209.2	17.2

SOL MATH DATA

Student Subgroups	2016-2017		2017-2018		2018-2019	
	Passed	Failed	Passed	Failed	Passed	Failed
All Students	58	42	62	38	78	22
Female	58	42	62	38	78	22
Male	58	42	62	38	77	23
Asian	65	35	66	34	74	26
Black	70	30	71	29	79	21
Hispanic	41	59	55	45	77	23
White	70	30	62	38	79	21
Multiple Races	55	45	60	40	100	0
Students with Disabilities	38	62	43	57	49	51
Economically Disadvantaged	54	46	60	40	78	22
English Learners	53	47	47	54	72	29

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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STRAND I: TEACHING FOR LEARNING			
1	**ENGLISH LANGUAGE ARTS (ELA)**	2	**MATHEMATICS**
	SMART Goal(s): By June 2021, 75% of students in grades 2-5 will meet or exceed their projected growth goal on the MAP Reading Assessment.		**SMART Goal(s): By June 2021, 75% of EL students in grades 2-5 will meet or exceed their projected growth goal on the MAP Math Assessment.**
3. Other (specify):	Specialized Instruction	**SMART Goal(s): By June 2021, 70% of SPED teachers will implement designated reading interventions with 80% fidelity in 2 out of 3 observations.**	

ACTION PLAN

1. Essential Action/Research-Based Strategy: Increase teachers' capacity to effectively deliver and differentiate literacy instruction.

Evidence Driving This Essential Action: Student reading achievement over the past three school years has decreased from 69% to 64% according to the Virginia Standards of Learning (SOL) raw data. Also, teachers report challenges associated with delivering appropriately differentiated instruction to students at significantly variable levels.

Plan to Assess Progress:
Teacher Progress: Ongoing review of data collected using the fidelity checklist.
Student Progress: Tri-annual analysis of MAP, PALS, amd F&P data following each administration window.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: K-5 Instructional Staff	Create a virtual fidelity checklist which communicates expected components of evidence-based literacy instruction to staff. Implement the checklist as a walk-through tool to continually progress monitor literacy instruction implementation.	N/A	Administration, Literacy Coach, Jamie Knight, Kerri Bonimico, & Team Leads	December 2020	Evidence: Teachers adapt instructional practices based on feedback provided according to the checklist. Artifacts: Checklist.	Person(s) Responsible: • Administration • School-Based Literacy Coach • Jamie Knight • Kerri Bonimico • Corrine Anyanwu

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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Strategic Plan Goal: 2						Frequency: • Once during 3rd Quarter, and once during 4th Quarter
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2	Develop (or identify) and administer common formative reading assessments at each grade level.	N/A	Grade Level Teams	September 2020-June 2021	Evidence: Teachers collaboratively analyze common data to drive instructional practices. Artifacts: PLC Meeting Minutes, Student assessments, and student data.	Person(s) Responsible: • School-based Literacy Coach • Grade Level Lead Frequency: • The School-based Literacy Coach will check in at the end of each unit.
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2	Adapt and implement GLAD strategies to support students' acquisition of academic language across content areas in the virtual setting.	N/A	K-5 Instructional Staff	September 2020-June 2021	Evidence: Fidelity Checklist (Teacher) and Improvement in WIDA Scores (Students). Artifacts: Lesson Plans, Pictures of visual supports (Anchor charts, songs, etc.), PD roster.	Person(s) Responsible: • Anna Harvin • EL Team • Administration Frequency: • GLAD Implementation Quarterly • WIDA yearly
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2	Engage instructional staff in regular, ongoing professional development in Lucy Calkins Reading Units of Study, differentiated small group instruction, conferencing, GLAD, oracy, and writing, technology, and virtual instruction.	N/A	K-5 Instructional Staff that provide Tier I Reading Instruction	September 2020-June 2021	Evidence: Implement learned strategies. Artifacts: PD roster, Lesson Plans, Differentiated Groupings.	Person(s) Responsible: • Literacy Coach Frequency: • Following all PD sessions (apprx: quarterly)

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Focus Area: EL Students Strategic Plan Goal: 1,2,3	Collaborate with the ACPS EL Department to identify/create a progress monitoring tool for the language development of EL students.	N/A	EL Team Administration Jaime Knight	January 2021	Evidence: Utilize progress monitoring tool to track language development for EL students in between yearly WIDA administrations. Artifacts: Progress monitoring tool.	Person(s) Responsible: ● EL Lead ● Jaime Knight ● Administration Frequency: ● January 2021
Focus Area: EL Students Strategic Plan Goal: 2,3	Implement Accelerating Academic Language (AAL) curriculum to teach academic language and literacy skills to identified EL students through all language domains with an emphasis on the reading and writing domains. (Delivered to select level 3-4 EL students in grades 3-5; daily for 30 minutes sessions)	4000-Internal Print Shop 6000-Instructional Supplies	EL Team	September 2020- June 2021	Evidence: Providing targeted small group instruction that incorporates the four language domains. Artifacts: Lesson Plans.	Person(s) Responsible: ● Jamie Knight ● EL Lead Frequency: ● Monthly
Focus Area: EL Students Strategic Plan Goal: 2,3	Implement the components of English Language Development (ELD) to design lessons that incorporate the four language domains-- listening, speaking, reading, and writing-- within the academic content (Delivered to EL students in all grades and at all levels; daily integration into all academic subjects)	4000-Internal Print Shop 6000-Instructional Supplies	EL Team	September 2020- June 2021	Evidence: Provide targeted small group instruction that incorporates the four language domains. Artifacts: Lesson Plans.	Person(s) Responsible: ● Jamie Knight ● EL Lead Frequency: ● Monthly
Focus Area: K-5 Instructional Staff	Administer a school-wide needs assessment to obtain an understanding of current literacy practices. 1) Administer a survey to teachers, which requires them to self assess and reflect on their current literacy practices. 2) Collaboratively examine a variety of data to identify specific student deficits in reading. 3) Conduct informal walk-throughs to assess the current status of literacy instruction. 4) Share findings with staff.	N/A	Administration, Literacy Coach, Jamie Knight, Kerri Bonimico, & Team Leads	April 2021 - June 2021	Evidence: Administration collect data (e.g., surveys, observations) on current school-wide literacy practices. Artifacts: Survey data, walk-through notes, presentation	Person(s) Responsible: ● Administration ● School Improvement Team ● K-5 Instructional Staff Frequency: ● Self Assessment Survey: One time in June 2021

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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						• Walk throughs: weekly
Focus Area: K-5 Instructional Staff	Create a professional development plan to address the areas of opportunity presented in the comprehensive needs assessment.	N/A	Administration, Literacy Coach, Jamie Knight, Kerri Bonimico, & Team Leads	Summer 2021	Evidence: School Improvement Team synthesizing data and researching appropriate professional development. Artifacts: PD plan for 2021-2022 school year, SIT agenda	Person(s) Responsible: • Administration • School Improvement Team Frequency: • Multiple sessions during Summer 2021
2. Essential Action/Research-Based Strategy: Reconstruct our school's MTSS framework to support Tier 2 and Tier 3 students, and provide staff with necessary tools (i.e., differentiation techniques, access to interventions, progress monitoring tools, etc.) to address student concerns.						
Evidence Driving This Essential Action: Staff report that our current MTSS framework is not an effective process to address student needs. We do not currently have effective systems for monitoring the effectiveness of our MTSS processes, including an effective way to manage and track student data throughout the MTSS process.						
Plan to Assess Progress: Ongoing review of student classification within MTSS tiering framework to ensure that the MTSS process is successfully pairing students with required interventions.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: K-5 Instructional Staff	Develop an Inventory of Initiatives that outlines and prioritizes needs within our school's MTSS system.	N/A	Administration, ILT, Grade level PLCs	January 2021	Evidence: Staff engaged in PLCs to identify action steps and rank priorities in order to make the process more effective. Artifact: Inventory of	Person(s) Responsible: • Administration Frequency: • One time in January 2021

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Strategic Plan Goal: 1,2,3					Initiatives	
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 1,2,3	Engage staff in ongoing professional development about MTSS processes, interventions, data collection, and differentiation.	N/A	Administration MTSS Team (SST, Corrine Anyanwu)	February 2021-June 2021	Evidence: Engage in MTSS processes, interventions, data collection, & differentiation. Artifact: PD roster, Staff Survey after completing PD.	Person(s) Responsible • Administration • Dr. Moore Frequency • After Professional Development
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 1,2,3	Re-introduce and implement the use of tiered intervention documents provided by ACPS.	N/A	Administration, ILT	February 2021	Evidence: Staff utilize common resources provided by CO. Artifact: Meeting agenda and provided resources.	Person(s) Responsible • Administration • Dr. Moore • Corrine Anyanwu • SST Team Frequency • One initial training with individualized support as needed
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 1,2,3	Create (or identify) and implement effective processes for monitoring student progress and tracking interventions and supports across school years.	N/A	Administration Instructional Coaches Specialized Instruction Team ILT	February 2021-June 2021	Evidence: Staff continuously progress monitor Tier II & Tier III interventions. Artifact: Student Data, Standardized Procedures (Guidance Document) .	Person(s) Responsible • Corrine Anyanwu • Kerri Bonimico • Jamie Knight • SST Team Frequency • Quarterly Check-Ins with Teachers implementing interventions

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Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2,3	Routinely incorporate instructional coaches and specialists into MTSS processes: • prior to MTSS referrals/meetings for consultation with teachers • during MTSS meetings to provide guidance and recommendations on best instructional practices, differentiation techniques, instructional materials, interventions, etc. • conducting teacher/ student observations • modeling data collection and the implementation of instructional practices and strategies	1000 & 2000-Science Coach & Accountability Specialist	Administration	February 2021-June 2021	Evidence: Coaches being involved in classrooms prior to referrals, participating in meetings, and providing support to teachers (e.g., feedback, modeling, resources) Increase collaboration. Artifact: MTSS Documentation.	Person(s) Responsible • Administrators • Dr. Moore • ILT Frequency • Ongoing
3. Essential Action/Research-Based Strategy: Improve fidelity of Tier III Special Education Reading interventions across all grade levels and settings.						
Evidence Driving This Essential Action: Students with disabilities scores in Reading have declined over the past three years from 56% to 35% according to the Virginia Standards of Learning (SOL) raw data. Additionally, 56% (5/9) of the Specialized Instruction staff has changed within the last four years and is either new to ACPS, or teaching a different population of students.						
Plan to Assess Progress: Teachers: Teacher Progress: Assess teacher progress through teacher evaluation process aligned with individual contract status (Professional Learning Plan & Observations) Student Progress: Quarterly analysis of IEP goal data and ongoing progress monitoring using formative intervention assessments.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: SPED Staff, SWD	Assess current level of implementation and teacher needs.	N/A	Corrine Anyanwu Keri Bonamico Melissa Parker	November -December 2020	Evidence: SPED leads gain an understanding of the current level of implementation by	Person(s) Responsible • Administration • Corrine Anyanwu • Keri Bonamico • Melissa Parker

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Strategic Plan Goal: 2,3					observing classroom instruction and having discussions with teachers. Artifact: List of interventions each student is receiving, list of needed professional development/support by teacher.	Frequency ● Once per teacher
Focus Area: SPED Staff, SWD Strategic Plan Goal: 2,3	Provide differentiated professional development which includes in-classroom modeling, co-teaching, observations, and feedback until the teacher demonstrates proficiency in delivering the intervention with accuracy and fidelity.	1000 & 2000-Science Coach & Accountability Specialist	Keri Bonamico Melissa Parker Corrine Anyanwu	December 2020-April 2021	Evidence: Teachers increase their knowledge of interventions and implement them with fidelity. Artifact: Training materials, Fidelity checklists, lesson plans, documentation of feedback.	Person(s) Responsible ● Kerri Bonamico ● Melissa Parker ● Corrine Anyanwu ● Administration Frequency ● Once per intervention identified
Focus Area: SPED Staff, SWD Strategic Plan Goal: 1,2,3	Conduct Fidelity Walk-Throughs with Instructional Coaches and Specialists and provide timely feedback through post observation meetings.	1000 & 2000-Science Coach & Accountability Specialist	Administration Keri Bonamico Melissa Parker Corrine Anyanwu	January 2021 -June 2021	Evidence: Administrators and Specialists conduct observations and schedule meetings with staff members. Artifacts: Fidelity checklists, Schedules, & Anecdotal Notes.	Person(s) Responsible ● Administrators ● CO Specialists Frequency ● Twice by June 2021
4. Essential Action/Research-Based Strategy: Enhance available social-emotional supports to increase access to academic instruction.						

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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Evidence Driving This Essential Action: Historically, JA has had a high number of social-emotional needs that correlate with our population's low socio-economic status, high transiency, and assimilation to the country. Since the beginning of the pandemic, we have had an increase in the number of student concerns.

Plan to Assess Progress: Conduct a pre and post parent survey as well as monitoring students' need for social/emotional support through the tiered framework.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: K-5 Students and Families Strategic Plan Goal: 3,5	Collect or obtain data from families on: ● needs ● knowledge of available social/emotional supports and resources ● current use of available social/emotional supports and resources ● thoughts and feelings about social/emotional support	N/A	School Support Team	January 2021	Evidence: School staff administer surveys and analyze results. Artifact: JA Survey data, teacher reported, & ACPS Universal Screener.	Person(s) Responsible ● School Support Team Frequency ● January 2021
Focus Area: K-5 Students, SST Strategic Plan Goal: 3	Implement weekly guidance lessons across all grade levels.	N/A	School Counselors	September 2020- June 2021	Evidence: Weekly guidance lessons are delivered in accordance with the Character Counts curriculum. Artifact: Lesson Plans.	Person(s) Responsible ● School Counselors Frequency ● Weekly
Focus Area: SST Strategic Plan Goal: 3	Create a tiered framework of social/emotional support within our school's MTSS system.	N/A	School Support Team	January 2021	Evidence: SST utilizes common language and guidelines to tier students.	Person(s) Responsible ● School Support Team ● Administration Frequency ● January 2021

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					Artifact: Tiered framework document specifying which interventions align with each tier	
Focus Area: K-5 Instructional Staff; SST Strategic Plan Goal: 3	Provide staff with monthly SEAL Resources to implement as Tier 1 supports and adjust according to staff feedback.	N/A	School Support Team	September 2020- June 2021	Evidence: Staff implement provided resources more consistently. Artifact: Survey assessing staff's use and perceived benefit of provided SEAL resources	Person(s) Responsible ● School Support Team ● Darrell Sampson Frequency ● Administer survey and adjust resources according to feedback twice by June 2021
Focus Area: SST Strategic Plan Goal: 3	Create and implement effective processes for monitoring and tracking Tier II & Tier III social/emotional interventions and supports through our school's MTSS process.	N/A	School Support Team	February 2021- June 2021	Evidence: SST track social/emotional tier placements of students. Artifact: Progress monitoring form	Person(s) Responsible ● School Support Team ● Administration ● Dr. Moore Frequency ● Monthly SST Team Meetings
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 3	Conduct mandatory CPS Training for staff.	N/A	CPS Staff	October 2020	Evidence: Teachers utilize learned information to make CPS referrals according to guidelines. Artifact: PD roster	Person(s) Responsible ● Social Worker ● CPS Staff Frequency ● October 2020

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Focus Area: K-5 Students, Staff and Families Strategic Plan Goal: 3,5	Create and distribute a monthly SST newsletter to families and staff.	N/A	School Support Team	September 2020- June 2021	Evidence: SST communicates relevant information to staff and families. Artifact: Newsletter	Person(s) Responsible • School Support Team Frequency • Monthly

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***						
DOMAIN: Commitment to Professional Learning						
SMART Goal(s): Improve the quality of stakeholder (staff, families, community) relationships with a focus on building trust, collaboration, and positive interactions as measured by climate survey TBA by ACPS.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Engage teachers and leaders in regular collaborative study during weekly Professional Learning Communities.						
Evidence Driving This Essential Action: PLCs are an evidence-based method for improving the instructional practices of educators which directly impacts student learning.						
Plan to Assess Progress: Monitor continuity of lesson plans, instructional approaches, and data collection methods across grade level teams. Collect anecdotal data based on observations of PLCs and review of PLC agendas to determine the depth of learning.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: K-5 Instructional Staff	Reserve time for grade level Professional Learning Communities once weekly.	N/A	Administration Team Leads	September 2020-June 2021	Evidence: Teams meet on a weekly basis.	Person(s) Responsible • Administration • Team Leads

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Strategic Plan Goal: 2					Artifact: PLC Meeting Minutes.	Frequency • Weekly
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2	Work collaboratively in grade level teams to create unit plans that: • outline the specific sequence and pacing of each skill/standard • breakdown the Virginia Standards of Learning and the accompanying Essential Knowledge • align GLAD and CETA strategies with specific standards and skills to increase student engagement and access to the ACPS curriculum	*1000 & 2000 Substitutes (Contingent upon re-opening)	Grade Level Teams Instructional Coaches Team Leads CO Specialists CETA Coordinator	September 2020-June 2021	Evidence: Teachers provide carefully scaffolded lessons which incorporate high-impact strategies (CETA & GLAD) that are aligned to the VA curriculum in terms of content and level of rigor. Artifact: Lesson Plans.	Person(s) Responsible • Grade Level Leads • Instructional Coaches • CO Specialists • CETA Coordinator Frequency • At the start of every instructional unit
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2,3	Conduct frequent and ongoing analysis of common data in order to:Identify school trends and strengths/ weaknesses by grade level, subgroup, and for individual students a. Develop and implement instructional strategies b. Provide student interventions according to the MTSS structure	3000 Supplemental Programs	Grade Level Teams Instructional Coaches	September 2020-June 2021	Evidence: Teachers collaboratively analyze common data to drive instructional practices. Artifact: Common formative and summative assessments and respective data.	Person(s) Responsible • Administration • Grade level leads • Instructional Coaches • Dr. Moore Frequency • Following common assessments
Focus Area: K-5 Instructional Staff Strategic Plan Goal: 2	Integrate the study of virtual instructional practices into PLCs.	3000-Technology Equipment	Grade Level Teams Technology Integration Specialist	September 2020-June 2021	Evidence: Teachers utilize a spectrum of virtual instructional strategies and resources. Artifact: PLC Meeting Minutes and Lesson Plans	Person(s) Responsible • Grade Level Leads • Instructional Coaches • TIS Frequency • Weekly at PLC meetings
2. Essential Action/Research-Based Strategy: Engage staff in self-reflective activities which equip them with actions that aim to dismantle systems of oppression and systemic racism.						

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Evidence Driving This Essential Action: Inequities have habitually been present across the division which have been reinforced by systems and processes within the division. Student data at John Adams presents achievement gaps for many of our subgroups , which could stem from inequities within our school. Approximately 75% of our students qualify for free and reduced lunch, possibly creating inequitable access to support and resources when compared to other schools within the division.

Plan to Assess Progress: Give staff frequent opportunities to provide anonymous and voluntary reflections in response to our equity work.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area: K-5 Staff Strategic Plan Goal: 1,2,3,4,5	Conduct mandatory monthly equity training provided by ACPS.	N/A	Administration	September 2020- June 2021	Evidence: Staff reflect on their own positionality and adapting practices which provide equitable access and combat systemic racism and oppressive practices. Artifact: PD Roster.	Person(s) Responsible ● Administration ● Kennetra Wood Frequency ● Monthly
Focus Area: K-5 Staff Strategic Plan Goal: 1,2,3,4,5	Use exit tickets, observations, and anecdotal feedback from current equity training sessions to identify school-based needs and next steps. Then, develop a professional learning plan to be implemented during the 21-22 school year.	N/A	Administration Equity Team	September 2020- June 2021	Evidence: Staff reflect on equity sessions and establish a working plan to address school specific needs. Artifact: Exit tickets, anecdotal notes, and plan for 21-22 school year.	Person(s) Responsible ● Administration ● Equity Team Frequency ● Monthly
Focus Area: K-5 Staff	Provide teachers with two texts (e.g., Enrique's Journey, Educating Esme) that directly align with experiences of the population of students that are served at John Adams.	6000- Instructional Supplies	Administration Team Equity Team	May 2020-Summer Break	Evidence: Staff privately reflect or participate in small book club groups to discuss readings and their alignment	Person(s) Responsible ● Administration ● Equity Team Frequency

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John Adams Elementary School will continue to refine our PLC practices in order to increase staff capacity, the quality of instruction, and student achievement, by consistently implementing the full Cycle of Continuous Improvement.

Strategic Plan Goal: 1,2,3,4,5					to the needs of our students. Artifact: Survey of requested books, book order.	• As needed
Focus Area: K-5 Students Strategic Plan Goal: 1,2,3,4,5	Utilize the Title I budget and associated resources to provide students with equitable access to learning opportunities and resources.	1000 & 2000- ELO Tutoring 3000-Field Trips & Transportation 6000- Instructional Supplies	Administration Title I Liaison Treasurer	September 2020- June 2021	Evidence: Staff are integrating supplemental resources and ensuring equitable access to resources to all students. Artifacts: Budget, purchase orders	Person(s) Responsible • Administration • Jared Stanley • Nicole Dickens Frequency • Bi-Weekly

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.
*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA

CLASS Data(19-20)

	ECC Score	Statewide goal
Emotional Support	6.3	5
Classroom Organization	6.2	5
Instructional Support	3.1	3.25

Quarter 1 GOLD Data - language objectives

ECC Results

	Below	Meeting	Exceeds
8a Comprehends language	71/44%	90/56%	0
9a Uses an expanding expressive vocabulary	62/39%	97/61%	0
9c Uses conventional	68/44%	85/56%	0

Quarter 1 GOLD Data- social-emotional objectives

	Below	Meeting	Exceeds
1a Manages feelings	44/27%	117/73%	0
1b Follows limits and expectations	56/35%	106/65%	0
2a Forms relationships with adults	73/46%	87/54%	0
2c Interacts	60/41%	85/59%	0

OVERARCHING SCHOOL GOAL:

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Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

	grammar			
	10a Engages in conversations	**82/52%**	**75/47%**	**2/1%**

with peers				

PALS Data - Fall 2020 (ECSE and VPI) *only one ECSE student data is included. Data input is due by November 19th so data is subject to change.

ECC Fall PALS Data

	Name Writing	Uppercase	Lower case	Letter Sound	Beg. Sound	Rhyme
# in Spring Range	57	68	62	45	51	42
Total	95	106	74	62	95	91
Percentage	60%	64%	84%	73%	54%	46%

GOLD Documentation Status 19-20

- A VPI teacher should have approximately 100 pieces of evidence for each quarter.
- A review of the GOLD documentation report last year four weeks before the end of the quarter for VPI indicated a significant variability among teachers with some having zero pieces of evidence per a student with others having 40 pieces of evidence per student.

OVERARCHING SCHOOL GOAL:

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Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

STRAND I: TEACHING FOR LEARNING	
1	**Data Guided Instruction**
	SMART Goal(s): SMART Goal 1:By the end of SY22-22, 100% of ECC PLC Teams will complete four full data cycles using the plan, teach, assess, adjust model.
ACTION PLAN	
1. Essential Action/Research-Based Strategy: Utilizing consistent data cycles across all classrooms will enhance collaborative planning, instructional differentiation based on student needs, and identification of school wide areas of strength and weakness.	
Evidence Driving This Essential Action: Effecitve Professional Learning Communities that utilize common data are a research-based best practice and division-wide initiative for improving instruction and student achievement.	
Plan to Assess Progress: The plan should encompass quarterly progress updates. The timeline for assessing progress is the first week of February, the last week of April, and the last week of June.	

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.
*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

Preschool Instructional Staff/ Instructional Excellence	Improve the quality and frequency of GOLD data entry, with entry evenly distributed throughout the quarterly cycle so teachers can use data for instructional planning.	Preschool Teachers, Preschool Paraprofessionals	August 2021-June 2022	Evidence: Percentage of teachers improving their distribution of data entry over the quarter Artifacts: GOLD documentation status report	Person (s) Responsible: • ILT • Heidi Haggerty • Molly McCabe Frequency: • ILT monthly meetings • Quarterly Data Meetings
Preschool Teachers/Instructional Excellence	Implement ongoing data binders for each student, utilize a timeline for data collection and PLCs for analyzing data and instructional planning.	Preschool Teachers, Preschool Paraprofessionals	September 2021- June 2022	Evidence: Percentage of teachers improving multiple data points collected. Artifacts: Virtual or hardcopy of one data binder for each student.	Person (s) Responsible: • ILT • Heidi Haggerty • Molly McCabe Frequency: • ILT monthly meetings • Quarterly Data Meetings
Preschool Instructional Staff Instructional Excellence	Use VKRP screener data to improve initial differentiated instruction.	Preschool Teachers, Preschool Paraprofessionals	September 2021- November 2021	Evidence: VKRP data discussed in PLCs for instructional planning and differentiation. Artifacts: VKRP reports and PLC agendas	Person (s) Responsible: • Heidi Haggerty • Molly McCabe • PLC Facilitators Frequency: • Weekly PLCs in the Fall
2. Essential Action/Research-Based Strategy: Preschool staff will implement the contents of Preschool GLAD relevant to virtual learning.					

Student Improvement Plans

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

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Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

Evidence Driving This Essential Action: GLAD has been a successful division initiative. In order to align instructional experiences for all our children, we embarked on the GLAD implementation plan. *Majority of the ECC students are dual language learners however specific EL services are not provided in preschool.					
Plan to Assess Progress: The plan should encompass quarterly progress updates. The timeline for assessing progress is the first week of February, the last week of April, and the last week of June					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Preschool Teachers and Administrators/Instructional Excellence	Provide professional learning around aspects of Preschool GLAD that can be implemented virtually and support Talk for Learning.	Preschool teachers	October 2020, March 2021	Evidence: 90% of teachers using GLAD strategies measured by walkthrough data results. Artifacts: Curriculum products on Canvas, CLASS observational data (Concept Development and Language Modeling)	Person (s) Responsible: ● ILT ● Anna Harvin Frequency: ● ILT monthly meetings
Preschool Teachers/Instructional Excellence	Continue to train staff for Preschool GLAD training.	Preschool GLAD trained teachers and leaders	August 2020, October 2020, and March 2021	Evidence: ⅓ of ECC teachers participate in the Preschool GLAD training Artifacts: Pictorial Input posters, TPR, chants, and Big Books implemented in the classrooms	Person (s) Responsible: ● Heidi Haggerty ● Alicia Kingcade ● Anna Harvin Frequency: ● Quarterly

OVERARCHING SCHOOL GOAL:

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Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

	Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
				Evidence: Artifacts:	

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***
DOMAIN: Student Engagement
SMART Goal(s): By the end of SY20-21 90% of VPI students will meet age level expectations for forming relationships with adults and interacting with peers as measured by the GOLD social-emotional objectives 2a and 2c. By the end of SY20-21, 30% of ECSE students will meet age level expectations for forming relationships with adults and interacting with peers as measured by the GOLD social-emotional objectives 2a and 2c.
ACTION PLAN
1. Essential Action/Research-Based Strategy: Preschool staff will work collaboratively as a PLC to develop and implement instructional practice to increase student engagement.
Evidence Driving This Essential Action: PLC is a research-based best practice and division-wide initiative. After analyzing the 2017-2019 social emotional data, it shows inconsistencies across classrooms at ECC.

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

Plan to Assess Progress: The plan should encompass quarterly progress updates. The timeline for assessing progress is the first week of February, the last week of April, and the last week of June

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Preschool Instructional staff/Family and Community Engagement	Implement a book study with staff about "Powerful Interactions".	ECC Instructional staff- administrators and teachers	November 2020-June 2021	Evidence: Number of times we observe teachers using powerful interactions during walkthrough or formal observations Artifacts: Reflections from book study, lessons plans, PLC agenda notes	Person (s) Responsible: • Heidi Haggerty • Alicia Kingcade • Beth Pellowitz • Lindsey Peterson • Ruth Conner • Jane Richardson Frequency: • Monthly book study meetings
Preschool Instructional staff/Family and Community Engagement	Implement the Al's Pals curriculum (new SEAL aspect of Creative Curriculum)	ECC teachers and paraprofessionals	September 2020-June 2021	Evidence: tracking # of SST/MTSS referrals by quarter related to social-emotional needs. Artifacts: Lessons plans, observations	Person (s) Responsible: • Heidi Haggerty • Alicia Kingcade • Diva Rojas Frequency: • ILT monthly meetings • bi-weekly social worker meetings

OVERARCHING SCHOOL GOAL:

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*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Early Childhood Center will refine our PLC and data cycle practices with a focus on improving social, emotional and academic instruction, adult-child interactions, and equity alignment.

2. Essential Action/Research-Based Strategy: The preschool staff will provide parents and guardians multiple opportunities to meet with administrators and teachers to receive feedback on how their children are doing academically and socially and encourage parents to support student performance.					
Evidence Driving This Essential Action: In this unprecedented time we are grappling with how to implement virtual instruction with our Early Childhood population.					
Plan to Assess Progress: The plan should encompass quarterly progress updates. The timeline for assessing progress is the first week of February, the last week of April, and the last week of June					
Preschool Instructional staff/Family and Community Engagement	Develop training and coaching sessions for families around various topics.	Family Engagement committee	October 2020-June 2021	Evidence: # of training sessions or family engagement events. # families attending the events quarterly Artifacts: Training presentations of parent coffee and family engagement events.	Person (s) Responsible: ● Heidi Haggerty ● Alicia Kingcade ● Diva Rojas ● Family Engagement Committee Frequency: ● Monthly committee meetings

OVERARCHING SCHOOL GOAL:
Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*	
Reopening of Schools ☐ *Social Emotional Academic Learning (SEAL)*	*Academic Disparities* ☐ *Talent and Gifted* ☐ *PreK-2 Literacy* ☐ *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA		
School opened its doors to students Fall 2018 *Total Student Population: 587* *24 students are not zoned for FTD* *For the past two years, about 25% of our population was transient each year*	*Over 90% of our students are eligible for Free & Reduced Meals*	*about 5% of our students have been identified Talented and Gifted* *21% of TAG students are ELL* *43% of TAG students are Black* *32% of TAG students are Hispanic* *18% of TAG students are White*
75% of English Language Learners: 441/587 *WIDA 1:* 99/441 (22%) *WIDA 2:* 96/441 (22%) *WIDA 3:* 145/441 (33%) *WIDA 4:* 97/441 (22%) *89% of our families speak another language at home. There are 39 different languages*	*Race and Ethnicity:* *37% Hispanic* *26.5% Black* *% White* *% Asian* *% Others* *33 Different Languages Spoken in the Homes*	*4.5 % of our students are students with disabilities: 27 out of 587 students* *23/27 students are EL identified 85%* *17 additional students are in the MTSS Process (IDEA says 14% of students nationwide are*

OVERARCHING SCHOOL GOAL:
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spoken in the homes of our students.	***of FTD families:*** ***36% Spanish*** ***15% Amharic*** ***11% Arabic*** ***10% English*** ***4% Pashtu*** ***4% Dari*** ***1% Twi***	***SPED)***

STRAND I: TEACHING FOR LEARNING			
1	**ENGLISH LANGUAGE ARTS (ELA)** **SMART Goal(s):** By May 2021, all students will increase their reading level by at least one year and students not meeting benchmark yet will grow more than one year, as evidenced by PALS, WIDA ACCESS for ELLs, MAP, or running record data.	**2**	**MATHEMATICS** **SMART Goal(s):** By May 2021, all students will reach Proficient Plus or increase one level of proficiency in the VA Process Goal of "Communication and Reasoning" as measured by the VA Process Goal rubric through evidence of common formative assessments and district level benchmarks.
3. Other (specify):	STEM	**SMART Goal(s):**	

OVERARCHING SCHOOL GOAL:

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ACTION PLAN						
1. Essential Action/Research-Based Strategy: Develop, implement and monitor lesson planning that is aligned to the standards of learning, content, cognition, and EL best practices.						
Evidence Driving This Essential Action: Based on reading data, a significant number of our students are reading below grade level. Grade Level Data Sheets						
Plan to Assess Progress: Our plan to assess progress will be to monitor CLT notes/minutes for teacher progress and monitor running records, PALS Quick Checks for student progress.						
Strength - Very Strong Overarching Goal that integrates focus on disparities and school-wide approach/pedagogy and alignment with Strategic Plan 2025. Excellent detail in descriptions of Actions.						
Inquiry - Has the team examined practice level data related to lesson planning, implementation and monitoring to identify problems of practices related to previous practices?						
Considerations/ Recommendations - • Excellent recognition of the need to identify structures for individual coaching. Consider if a specific coaching model will increase the consistency fidelity of coaching implementation. • Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes. • Identify "Look Fors"/ rubric related to meeting notes to capture qualitative data to assess progress of action.						
Additional Feedback - Teacher engagement in planning reflects a high-leverage strategy for improvement. I wonder if out of the work surrounding TCRW there will be a lesson planning template and/or example for teachers to follow since that is the focus of the essential action.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 EL Students; K-5 Classroom, Special	Develop and refine Reading Workshop Mini Lesson (TCRWP model) for explicit teaching and modeling/demonstration in alignment to VA SOL's during CLTs to ensure EL best practices, including,	-Raz-Kids -Grade level books (Mock & Heckel Order)-operating ?	General Education teacher, EL and SPED teachers	September-June	Evidence: Discussions in CLT Artifacts: CLT agenda	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed);

OVERARCHING SCHOOL GOAL:
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Education and EL teachers. Strategic Plan Goal 1, 2.	but not limited to virtual cooperative learning structures and GLAD strategies. .	-Studies Weekly-NonFiction science texts for nonfiction units at every grade level EL Teacher				Weekly
Education and EL teachers. Strategic Plan Goal 1, 2.	Implement the Reading Workshop (TCRWP model) Mini Lesson (TCRWP model) for explicit teaching and modeling/demonstration in alignment to VA SOL's during CLTs to ensure EL best practices, including, but not limited to virtual cooperative learning structures and GLAD strategies.	-Raz-Kids -Grade level books (Mock & Heckel Order) -Studies Weekly-NonFiction science texts for nonfiction units at every grade level	General Education teacher, EL and SPED teachers	September-June	Evidence: -Teacher developed checklist with look fors and self assess -Co-teaching -Coaching cycle Artifacts: Observation form and checklist	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed); Bi-Weekly
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 3	Develop and implement a structure for individual and grade-level reading coaching to include goal-setting, co-teaching, modeling, data analysis and reflecting.	MTSS Data Coach and Math Coach	General Education teacher, EL and SPED teachers	September-June	-CLT meeting minutes -Anecdotal notes -Observations -Goal-setting -Teacher self-assessment	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Administration; Weekly
K-5 EL Students, K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2.	Align common assessment to Tier 1 instructional standards.	Math Coach	General Education teacher, EL and SPED teachers	September-June	-CLT meeting minutes -Developed assessments -Student work samples using digital tools	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed); Multiple times per unit

OVERARCHING SCHOOL GOAL:

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2. Essential Action/Research-Based Strategy: Develop, implement and monitor aligned instruction that promotes communication and reasoning.

Evidence Driving This Essential Action: Communication and Reasoning data as of February 2019

Plan to Assess Progress: Assessing student tasks using the VDOE Process Goal Rubric

Strength - This plan is focused on alignment and addressing the needs of the whole child.

Inquiry - How does this EA differ from current practice? Is there a specific aspect that needs innovation to improve outcomes?

Considerations / Recommendations -

- Consider revising and expanding the EA from a generic statement to a description of an action designed to demonstratively improve student performance. Clarify how this strategy is essential to addressing a specific academic performance need at FTD for a target student group.
- Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes. Perhaps the Process Goal Rubric will serve as a useful data source.
- Consider using teacher team observations to collect practice implementation data to provide additional opportunities to enhance conceptual understanding.

Additional Feedback - Beyond CLT notes, you mention below that there will be observations which could also be used as a data source. From the special ed lens, I am just concerned that there is not more that targets SWD for academics.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2, 3.	Unpack standards and align instruction to the VA SOL's and Process Goals (communication and reasoning focus in connection to GLAD strategies and student justification of mathematical thinking orally and/or in written forms)	Math Coach/MTSS Data coach, math supplies for staff and students in a virtual environment	General Education teacher, EL and SPED teachers, interventionists, math coach	August-June	Evidence: CLT meeting minutes Artifacts: Team lesson plans, assessments, and materials	Math Coach (Holly Tate) Administration (Rachael Dischner, Enis Al Majeed) Weekly (CLT)

OVERARCHING SCHOOL GOAL:

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K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2, 3.	Implement instruction aligned to the VA SOL's and process goals (communication and reasoning focus in connection to GLAD strategies and student justification of mathematical thinking orally and/or in written forms)	glad materials/EL Teacher/ Math Coach/MTSS Data Coach/	General Education teacher, EL and SPED teachers, interventionists, math coach	September-May	Evidence: -CLT meeting minutes -Developed assessments Artifacts: Student work samples through digital tools	Math Coach (Holly Tate) Administration (Rachael Dischner, Enis Al Majeed) Weekly (CLT)
Math Coach, K-5 Classroom, Special Education and EL teachers. 2, 4.	Implement structures for individual and grade-level math coaching to include goal-setting, co-teaching, modeling, data analysis and reflecting.	Math Coach/Data Coach	Administration and math coach	December - May	-CLT meeting minutes -Anecdotal notes -Observations -Goal-setting -Teacher self-assessment	Coaches (*Holly Tate, Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Weekly

3. Essential Action/Research-Based Strategy: Develop, implement and monitor lesson planning that aligns to the standards of learning, content, cognition and best practices for the Engineering Design Process (EDP).

Evidence Driving This Essential Action: We are a STEM focused school; EDP Data from 19-20

Plan to Assess Progress: Using EDP Rubric for Quarters 2, 3 & 4 to assess students' STEM Projects

Strength - Plan components are well integrated. Let's add the most recent SOL and MAP Growth data to the data list! Great job combining the SWP with the SIP. Third instructional goal is STEM, but no actual goal is given.

Inquiry -

Considerations/ Recommendations -

- Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes. Perhaps the Process Goal Rubric will serve as a useful data source.
- Identity professional learning (STEM) needs and plan the stages of knowledge development to practice implementation.
- Establish how meeting notes will provide evidence of progress. Distinguish Evidence of Progress - (e.g., how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event.)

OVERARCHING SCHOOL GOAL:

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- Consider data cycles to identify challenges as well as evidence of the progress in competencies to develop strong STEM-focused lesson plans.

Additional Feedback -

- I am concerned that students with disabilities do not have a separate step. Looking at the data, it appears that the students did not show significant growth in these areas from the BOY to MOY in any grade level in this subgroup. In addition, it appears that students consistently increased from Tier II to Tier III, so what additional and different PD will be provided to the specialized instruction team? Their approach should be special.
- How often are these student tasks assessed? Are the number of assessments conducted how you are measuring the staff's performance?

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 4.	Develop lesson plans during CLTs to enhance STEM focused lessons by integrating GLAD strategies, tech resources and stronger connections to science standards.	StudiesWeekly	General Education teacher, EL and SPED teachers	September-June	Evidence: CLT meeting minutes Artifacts: Developed lesson plans	Coaches (Holly Tate, Andrea Heckel, *Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Multiple times per month
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2.	Implement lessons through coaching goal-setting, co-teaching, modeling, data analysis and reflecting on STEM focused lessons and the Engineering Design Process.		General Education teacher, EL and SPED teachers	September-June	Evidence: -Developed lesson plans -Observational notes -Anecdotal notes -Teacher reflections -Student work samples Artifacts -Student EDP work samples?	Coaches (Holly Tate, Andrea Heckel, *Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Multiple times per month

OVERARCHING SCHOOL GOAL:
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K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 3.	Calibrate scoring of STEM rubrics and assess lesson effectiveness through student performance outcomes.		General Education teacher, EL and SPED teachers	September-June	Evidence: CLT meeting minutes: feedback, lesson plans, walk throughs, and instructional rounds. Artifacts: Data Norming Protocol -Student STEM EDP work samples -Project Based Learning projects	Coaches (Holly Tate, Andrea Heckel,* Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) 1-2 per quarter

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***
DOMAIN: Family and Community Engagement
SMART Goal(s): By May 2021, Ferdinand T. Day Elementary School will address the needs of the whole child through creating a strong school community and engaging families in the education of students.
ACTION PLAN
1. Essential Action/Research-Based Strategy: Orient all stakeholders to best practices in family engagement and create positive classroom cultures that address the needs of the whole child.
Evidence Driving This Essential Action: 90% of our students are eligible for Free and Reduced Meals and 25% of our population is transient due to cost of living. Due to COVID and Remote Learning, not all students are not actively participating in their learning or not attending classes.
Plan to Assess Progress: Morning Meeting Lessons, RULER (SEAL) Unit Plans
Strength - Covers the whole child with initiatives that include all stakeholders (i.e., staff and families). Includes STEM focus for students who may not typically have access to a quality STEM education.

OVERARCHING SCHOOL GOAL:

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Inquiry - Does the EA encompass other areas in addition to 'Orient'? How will knowledge acquisition and application be assessed?

Considerations/Recommendations -

- Some of the details referenced in the Evidence Driving the EA provide valuable context for the significance of need relative to student performance. Consider incorporating the text.
- "Orient" suggests awareness building. Consider revising the EA to strengthen the intended action. For certain stakeholders developing competencies and skills is the intent.
- Consider adding greater specificity to timeframes listed to ensure the appropriate sequencing for actions that will impact practices throughout the academic year.
- Assessing staff knowledge acquisition is a critical aspect of professional learning. Consider including activities to assess learning as well as differentiated supports to facilitate knowledge to practice before collecting student-facing data.

Additional Feedback - Wondering how the data from the social emotional screener will be utilized to support interventions with students. Data should inform tiered interventions to support the whole child development.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strengthen School/Family Engagement 5.	Implement Parent Teacher Home Visit Program (in a virtual setting. (To begin: Offer one home visit per child between August and the end of the first quarter.)		All School Staff	Aug -November	Evidence: -Teacher data logs of home visits and notes -Attendance -Behavior referrals Artifacts: Parent contact log	Administration (Rachael Dischner, Enis Al Majeed) Parent Liaison (TBD) Social Worker (Jocelyn Gehrke) School Counselor (Amy Ashley and Chelse Gonsalves) Monthly
Enhance Classroom	Implement Restorative Practices and Responsive Classroom's morning meeting. Participate in Trauma Informed Care Trainings.	RULER subscription, .5 Counselor	All School Staff	September -May		Administration (Rachael Dischner, Enis Al Majeed)

OVERARCHING SCHOOL GOAL:

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Community building 4, 5.	Become a RULER SchoolAssessing staff knowledge acquisition is a critical aspect of professional learning. I recommend including activities to assess learning as well as differentiated supports to facilitate knowledge to practice before collecting student facing data.				Evidence: PLMS course registration -Co-teaching and morning meeting -RULER PDs -Classroom charters -RULER family outreach and extension Artifacts: -observations/pictures/video -Attendance -Behavior referrals	Social Worker (Jocelyn Gehrke) School Counselor (Amy Ashley and Chelse Gonsalves) Morning Meeting Coach (Dora Cottrol) Morning Meeting Committee Monthly

2. Essential Action/Research-Based Strategy: Provide quality time for staff and family engagement to promote community building.

Evidence Driving This Essential Action: Research shows high levels of family engagement help to yield higher levels of students' outcome.
A shared responsibility for school programs and families. It involves partnering with families to support student learning and success, it includes ongoing goal directed relationships between staff and families that are mutual, culturally responsive and support what is best for children and families both individually and collectively.

Plan to Assess Progress: Student academic progress

Strength -

Inquiry - Are these opportunities currently provided for families? If so, what is the focus of the EA to demonstratively improve practice? Has the staff examined relevant data to identify an unmet need or persistent problem?

Considerations/Recommendations - Consider clarifying "quality time." Consider expanding the EA to include excellent content provided in the Evidence Driver section. Distinguish Evidence of Progress - (e.g., how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event).
Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes.

Additional Feedback - Extend the process data (what happened, to whom) and include outcome data (actual change) as part of an essential action.

OVERARCHING SCHOOL GOAL:

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Title I Nights 1, 2, 3, 5.	Organize and hold events such as Family Math, Literacy Nights, Technology Nights and STEM Night as the virtual setting supports.		Administration, School Wide Events Committee, and Family and Community Engagement Committee	September -May	Evidence: -Agendas and sign-in sheets from school events -Flyers -Sign-in sheets (virtual attendance log) -Social media -Electronic newsletter Artifacts: Zoom attendance	Administration (Rachael Dischner, Enis Al Majeed) Parent Liaison (TBD) School Counselor (Amy Ashley and Chelse Gonsalves) 11 times throughout the year
Family open hour 5.	Provide Weekly opportunities for families to share ideas with the school leadership team and for networking with each other. It is also an opportunity for families to speak with SST regarding social emotional and coping with COVID		Administration, Parent Liaison Student Support Team	July - June	Evidence: - electronic notification Artifacts: Zoom attendance	Administration (Rachael Dischner, Enis Al Majeed) Student Support Team (Amy Ashley, Chelse Gonsalves, Jocelyn Gehrke, Dr. Marianela Parraga Clow, Stefani Lailari) Weekly
School Wide Family Calendar 5	Create a school wide family calendar to inform families and the community of important events for the school year, in addition to the regular robo-texts/calls and individual home calls.		Administrative Assistant and Calendar Committee	July-August	Calendar	Administration (Rachael Dischner, Enis Al Majeed) Social Worker (Jocelyn Gehrke) Parent Liaison (TBD)

OVERARCHING SCHOOL GOAL:
Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

						Administrative Assistant (Juan Rodriguez-Lostaunau) Once in August, updated as needed.
Master schedule to include daily morning meeting 1, 2, 3.	Develop Master Schedule to allow for daily morning meeting.		Master Schedule Committee	June/July	Master Schedule	Administration (Rachael Dischner, Enis Al Majeed) Once in August, update as needed from the return to school plans
Morning Meeting 1, 2, 3.	Provide opportunities for teachers to strengthen morning meeting through individual coaching, peer observations and reflective cycles	.5 Counselor	Administration and Coaches	December-May	Coaching Logs	Morning Meeting Coach (Dora Cottrol) and Administration(Rachael Dischner, Enis Al Majeed) Monthly
Home Visits 4, 5.	Provide release time and professional development for staff to schedule and implement home visits throughout the year.		Administration and FACE	August-June	-Meeting agendas -Home visit logs -PLMS sign-ups	Administration (Rachael Dischner, Enis Al Majeed) FACE (Krishna Leyva) Family Engagement Committee 20 minutes per students
3. Essential Action/Research-Based Strategy: Focus on parent engagement in multiple aspects of student learning						

OVERARCHING SCHOOL GOAL:

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Evidence Driving This Essential Action: To ensure inclusivity in a diverse school population where 16+ languages are spoken and where many families are new to the country, we will develop processes and structures to inform, encourage and empower parents to collaborate in their student's academic progress.

Plan to Assess Progress:

Strength - This plan reflects a comprehensive approach to achieving equitable outcomes for a student body comprised of many students from historically marginalized subgroups.

Inquiry - What is the nature of the focus on parent engagement? Is the focus differentiated types of engagement, or increased participation, or specific to ELL families? Has the staff engaged in professional learning on the topic of perspectives on effective parental engagement for culturally and linguistically diverse families? What do we know about staff depth of knowledge and practices/implementation?
How will progress be measured/assessed?

Considerations/Recommendations -
Distinguish Evidence of Progress - (e.g., how you will know the progress is occurring) from Artifacts (i.e. content or product associated with an event).
Consider including the important work related to parent participation in governance/developing agency FTD facilitates with parents as a Title I school.

Additional Feedback - The measures seem to document that contact was made, but do not actually place a demand on the learning to demonstrate that it was effective.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Parent Teacher Association 4, 5.	Implement evening opportunities to engage families in the PTA and other school programs.		Administration, families, and all school staff	October-June	Evidence: -Flyers -Sign-in sheets -Social media Artifacts: Zoom attendance	Parent/Teacher Association Executive Leadership; Administration (Rachael Dischner & Enis Al Majeed) Monthly
Title I Compact Strategic Plan Goal 1, 2, 5.	Provide written school-family engagement policy to families of all children.		Administration	October - November	Evidence: Signed agreement Artifacts:	Administration (Rachael Dischner, Enis Al Majeed) Once in the fall

OVERARCHING SCHOOL GOAL:
Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Multi-Tiered System of Support 2, 3.	Engage in Multi-Tiered System of Support (MTSS) meetings that use student performance data to implement needed interventions and supports.		MTSS Team	October- May	-Sign-in sheets -Meeting Notes	Administration (Rachael Dischner, Enis Al Majeed), MTSS Team (Emily Cheolas & Amy Ashley) As needed

Student Improvement Plans

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support Strategic Resource Allocation - Family and Community Engagement	
Reopening of Schools x☐ ***Social Emotional Academic Learning (SEAL)***	***Academic Disparities*** ☐ ***Talent and Gifted*** x☐ ***PreK-2 Literacy*** x☐ ***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students***

RELEVANT SCHOOL PROFILE DATA		
Total Enrollment: 443	***Student Population Percentages:*** ***Asian: 02% Black: 24%*** ***Hispanic: 12% White: 54%*** ***Two or More Race Categories: 07%***	***English Learners: 11%*** ***Students w/disabilities: 09%*** ***TAG: 18%*** ***Economically Disadvantage: 19%***

STRAND I: TEACHING FOR LEARNING			
	ENGLISH LANGUAGE ARTS (ELA)		**MATHEMATICS**
1	**SMART Goal(s):** By the end of the 2020-2021 school year, LCTA will increase reading performance for students who are economically disadvantaged, students with disabilities, and black students by 5% as measured by the VA Standards of Learning reading assessment.	2	**SMART Goal(s):** By the end of the 2020-2021 school year, LCTA will increase math performance for students who are economically disadvantaged, students with disabilities, and black students by 5% as measured by the VA Standards of Learning math assessment.
ACTION PLAN			

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

1. Essential Action/Research-Based Strategy: Teachers will effectively use Professional Learning Communities to reflect/share data; to plan lessons, interventions and enrichment to help increase student achievement.

Evidence Driving This Essential Action: In the 2018-2019 School year, based on the Standards of Learning, our reading data dropped over 12 percentage points in all subgroups. The math data dropped over three percentage points in all subgroups, but is trending in the low 80's.

Plan to Assess Progress: MAP assessment; Quarterly Assessments; SOLs; PLC Meetings

Strength -

- Strong description of Action steps.
- Your goals are well written, targeted, and align with your action steps very well. I also appreciated that there were components related to SWD in both strands of your plan.

Inquiry -

- What are the operational characteristics that demonstrate effective collaboration?
- What teacher-facing data has the team examined related to the quality of team collaboration?
- Is there evidence to indicate that the lack of effective collaboration is the root cause of performance disparities?
- Identify how you will know the action is successfully achieved or is progressing. Specify artifacts associated with each action.
- Consider using teacher teams to collect observation data about meetings as a strategy to build knowledge and practice in examining practice as a part of continuous improvement.

Considerations/Recommendations -

- Consider revising and expanding the EA from a generic statement to a description of an action designed to demonstratively improve student performance. Clarify how this strategy is essential to addressing a specific performance need.
- Consider establishing clear data cycles to assess progress of this strategy. In addition to providing a great opportunity for staff to engage in data cycles as part of continuous improvement, the process will provide critical information on adjustments to improve outcomes.

Additional Feedback -

- I notice you'll be doing observations. I wonder if you've considered coaching and modeling as part of your professional learning?
- What will you specifically be looking for in lesson plans?

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** ***Balanced Literacy***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Teachers	Provide opportunities for planning among grade level teams (to include sped and EL teachers) to discuss reading and math standards, co-teaching, as well as historical areas of difficulty for gap students in reading and math. Discuss vocabulary implementation.	Teachers Grade Level Team Leader Core Knowledge Consultant	September 2020-June 2021	Meeting agenda/minutes Lesson Plans: alignment/objectives/assessment/procedures/ materials Administrators' observations Quarterly data meetings SOL data PLC	School Administrators Quarterly Weekly
Teachers GAP Students	Teachers will create a variety of authentic assessments to measure student data and provide immediate/specific intervention for the targeted gap groups.	Grade Level Team Leader Teachers	September 2020-June 2021	Common assessment data	School Administrators Monthly
Teachers with 0-3 years Core Knowledge Experience	Provide training and observations, as well as resources for the Core Knowledge program.	Core Knowledge Coordinator	September 2020-June 2021	Lesson plans: alignment/objectives/assessmen/procedures/ materials Training agenda	School Administrators Monthly
Teachers Reading Specialist Core Knowledge Coordinator	Continue to align Core Knowledge with the reading materials to maintain fidelity of Core Knowledge.	Reading Specialist Core Knowledge Coordinator Assistant Principal	September 2020-June 2021	Curriculum Map	School Administrators Quarterly

2. Essential Action/Research-Based Strategy: To utilize the MTSS process with fidelity.

Evidence Driving This Essential Action: In the 2018-2019 School year, based on the Standards of Learning, our reading data dropped over 12 percentage points in all subgroups. The math data dropped over three percentage points in all subgroups, but is trending in the low 80's.

Strength - The plan reflects a clear focus on improving outcomes for historically marginalized groups such as students who are economically disadvantaged and those who are Black.

Inquiry - How does this strategy represent an innovation or "new" approach from the current practice of implementing evidence based interventions? Is the EA referring to additional or newly identified interventions? Has the school engaged in data analyses of the target group to identify potential Learner Centered Problems and Problems of Practice? Are the low SES students also students of color?
Has the school engaged in a study of diverse perspectives of effective approaches for educating economically disadvantaged students?

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Considerations/Recommendations -

- Consider revising the EA to specify the focus of the effective research-based interventions?
- If your plan is to research best practices to implement, it is critically important to develop timelines and oversight for such a time sensitive process. The timeline helps to plan the appropriate sequencing for actions that will impact practices throughout the remainder of the academic year.
- Distinguish Evidence of Progress - (e.g. how you will know the progress is occurring) from Artifacts (i.e., content or product associated with an event).

Additional Feedback -

- "Increase student achievement" is a very worthy - and a very broad- goal. What might this particular action look like?
- MTSS structures need to be monitored as often as weekly. Quarterly is not enough. Is there anyone else involved other than admin that oversees this process?
- I would encourage you to incorporate strategies for SWD that are known best practices into either essential action 1 or 2. Does your team need to focus on data collection and planning, interventions, co-teaching practices?

Teachers Specialists SST GAP Group Students	Implement a structured system of support (MTSS) for reading/math intervention, including EL and SPED interventions with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Teacher Specialist SST	September 2020-June 2021	SIS Grid (progress monitoring) Reading and Math Criteria for Tier 2 and Tier 3 support	Assistant Principal SST Members Updated weekly/as needed
Specialist GAP Group Students	Utilize reading and math specialist to provide supplemental small group reading and math intervention.	Math Specialist Reading Specialist Teachers	September 2020-June 2021	Quarterly Intervention schedules SIS Grid (progress monitoring) Administrators' observations	School Administrators On-going throughout the 2020-2021 school year.
EL Teachers, Specialists Assistant Principal GAP Group Students	Implement a 45 day intervention plan leading up to SOL's for reading and math that target specific skills, as well as test taking strategies.	Reading Specialist Math Specialist EL Teachers Sped teachers Assistant Principal	February 2020-June 2021	45 day plan	School Administrators Quarter 3 & 4

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

3. Essential Action/Research-Based Strategy: Provide parents with opportunities to acquire necessary information, knowledge, and skills to support their child(ren) education at home and school.

Evidence Driving This Essential Action: In the 2018-2019 School year, based on the Standards of Learning, our reading data dropped over 12 percentage points in all subgroups. The math data dropped over three percentage points in all subgroups, but is trending in the low 80's.

Plan to Assess Progress: MAP assessment; Quarterly Assessments; SOLs; Monthly with the Leadership Team; PLC meetings

Inquiry - Is there evidence indicating different communicating patterns with the target student populations? Is a specific aspect of communication intended? What changes are envisioned in the communication patterns?

Considerations/ Recommendations - Consider revising and expanding the EA from a generic statement to a description of an action designed to demonstratively improve student performance. Clarify how this strategy improves achievement. Highlight the the innovative aspects this action and how it will serve as a change lever for improving outcomes for the target student group

Additional Feedback -

- I like that you have both student achievement data and adult-based data. I would highlight the PLC Meetings--what will you use and how will you assess its progress?
- Include more detail about how you would assess the adults on their progress that will trickle down to the student's progress.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** ***Family Engagement***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Specialists Teachers GAP Group Students	Staff will make reading and math resources available to parents (literature links, resource tips, manipulatives check out, etc.)	Teachers Reading Specialist Math Specialist	September 2020-June 2021	Copy of parent resources Link to reading/math literature PLC meetings data discussions	School Administrators On-Going During the 2020-2021 School Year
Teachers GAP Group Students	Staff will provide parents with additional information about skills taught and resources to use quarterly.	EL Teachers Sped Teachers Classroom Teachers	September 2020-June 2021	Google doc of information shared with families.	Team Leads School Administrators On-Going During the 2020-2021 School Year
Teachers GAP Group	Staff will create videos to send to parents for reading/math support.	EL Teachers Sped Teachers	September 2020-June 2021	Video archive	Team Leads School Administrators

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Students		Classroom Teachers Specialists			On-Going during the 2020-2021 School Year

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***					
DOMAIN: Student accessibility and support					
SMART Goal(s): To increase the number of students who feel safe at school by 5% by June 2021 as measured by the PBIS survey.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Teachers will effectively collaborate and attend professional development on SEAL RULER strategies and deliver Tier 1 SEAL lessons in order to increase the number of students who feel safe and connected to school.					
Evidence Driving This Essential Action: PBIS Survey. On the 2018 PBIS survey, 92% of students reported feeling safe at school.					
Plan to Assess Progress: Informal Assessment through weekly SEAL class discussions. Formal assessment PBIS Survey mid-year and end of year.					
Strength - There are a number of evidence-based practices that are a focus					
Inquiry - SMART Goal - "As measured by ?", By when?					
Considerations/ Recommendations - ● Consider adding greater specificity to timeframes listed to ensure the appropriate sequencing for actions that will impact practices throughout the academic year. ● Consider establishing clear data cycles to assess progress of this strategy and to make necessary adjustments. ● Assessing staff knowledge acquisition is a critical aspect of professional learning. I recommend including activities to assess learning as well as differentiated supports to facilitate knowledge to practice before collecting student-facing data.					
Additional Feedback - ● Please include data from the PBIS survey which indicates this need in your snapshot at the top. ● Please include data to justify. I also think that PBIS data could be utilized to track the effectiveness of this goal. ● I also noticed that the admin team is responsible for all of the action items--do you have a PBIS team or MTSS team that could also take on some of this burden?					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Strategic Plan Goal *SEAL*					
Staff	Training for RULER implementation Team	RULER Team	December 2020-February 2021	Training Certificate	RULER Team
Staff Central Office All Students	Training and implementation of the RULER program.	RULER team Central Office	February 2021-June 2021	PLMS Training AgendaRULER Training Pre/Post Test Lesson Plans PBIS Survey	RULER Team Assistant Principal On-Going during the 2020-2021 School Year
Teacher Counselor Students	Implement a hybrid system of ROARS (PBIS), Restorative Practices, and RULER lessons during the daily SEAL block.	Classroom Teachers School Counselor	September 2020-June 2021	Administrators' Observations Lesson Plans	School Administrators On-Going during the 2020-2021 School Year
School Counselor Staff Students MTSS Central Office Staff	Training of staff regarding the tiers of behavior, de-escalation strategies, appropriate consequences, and behavior documentation.	Classroom Teachers School Counselors Central Office	September 2020-June 2021	PD minutes Staff roster	School Administrators On-Going during the 2020-2021 School Year
2. Essential Action/Research-Based Strategy: Collect UCLA COVID screener data from students in grades 3-5 to identify students requiring social emotional support.					
Evidence Driving This Essential Action: UCLA COVID-19 Screener/PBIS survey					
Plan to Assess Progress: Quarterly at SST meetings.					
Strength - Great use of new assessment resources.					
Inquiry - Who are the respondents?					

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Considerations/ Recommendations - Consider revising to expand the EA to describe the foci of the UCLA COVID-19 screener, who is interviewed and the intent of the information.

Additional Feedback -

- Depending on the screener results, SST will be a strong support for teachers to connect SEAL lessons to other content.
- Once the RULER training is completed, there may be a need to establish short- and long-term goals and expectations for the work moving forward.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** ***SEAL***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
SST Teachers	Collect PBIS/SEAL survey data to share with the staff quarterly. The SST will identify action steps to address the data to increase the number of students that feel safe, valued and engaged. Possible action steps may include targeted SEAL lessons, small group intervention, and professional development for staff.	School Counselor SST Assistant Principal	September 2020-June 2021	UCLA Covid Screener PBIS/SEAL survey	SST
3. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
				Evidence: Artifacts:	
				Evidence: Artifacts:	

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and math by 5% for gap group (Black, Economically Disadvantaged, Students with Disabilities) students by June 2020.

Data:
As of July 2019, our SOL reading data indicated a pass rate of 85%. This is 8 percentage points less than in 2018.
Our black, economically disadvantaged and students w/disabilities subgroups dropped more than 10 percentage points. The discrepancy in reading between all of our students and our lowest performing subgroup(students with disabilities) is 47 percentage points.

As of July 2019, our SOL math data indicated a pass rate of 89. While this data hasn't changed much over the last two years, the discrepancy in math between all of our students and our lowest performing subgroup(students w/disabilities) is about 40 percentage points.

Please see the SIP data chart in the folder.

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	*Academic Disparities*
☐ *Social Emotional Academic Learning (SEAL)*	☐ *Talent and Gifted* ☐ *PreK-2 Literacy* ☐ *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA

Video Summary - MMES SOL Relevant School Profile Data (SIP)	*ELL Data Analysis Q1 2020 - Virtual PLUS+*	

SY 2021 Areas of Focus: Instructional Excellence (ACPS Goal) **We are committed to eliminating opportunity and achievement gaps by monitoring our progress through: teachers planning and implementing lessons utilizing the ACPS instructional framework (Observation), classrooms in our school demonstrating use of high-impact strategies (observation;rubric) and student growth as measured by formative assessments at school and division.** ACPS Equity for ALL Strategic Plan

STRAND I: TEACHING FOR LEARNING

	ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS
1	**SMART Goal(s):** During the 2020-21 school year, 66% of Black students and 56% of SWD students will make growth from red to yellow within the SOL Spring Assessments	2	**SMART Goal(s):** During the 2020-21 school year, 60% of Black students and 36% of SWD students will make growth from red to yellow within the Math SOL Spring Assessments
3. Other (specify):	**Science - 84% SOL Pass Rate**	**SMART Goal(s):** During the 2020-2021 school year, 84% of all students will pass the science summative assessments	

ACTION PLAN

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

1. Essential Action/Research-Based Strategy: Analysis of PALs Quick Checks, Reading A-Z Benchmark Passage and Quarterly Benchmark Data will be used to determine core and supplemental (intervention) instructional priorities for SWDs and Black students.

- Provision of PD to support these Language Arts priorities are Orton-Gillingham Protocol and ACHIEVE 3000
- Monitoring of these priorities will be done using the monitoring tool of PALs Quick Checks (Bi-Weekly), Reading A-Z Benchmark Passages (Monthly), Fountas and Pinnell Assessments (Quarterly)

Virtual PLUS: Analysis of PALs and Pioneer Valley (K-2), Quick-Check Assessments and Reading MAP screener data (2-5) will be used to determine core and supplemental (intervention) priorities for SWDs and Black students.

Evidence Driving This Essential Action: MAP/PALS/DRA/Reading A-Z Benchmarks Data Outcomes

Plan to Assess Progress: PLC Meetings—Formative Data Progress (MAP; PALS; DRA)

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Analysis and Review of the implementation district or school-wide professional development strategies and skills that are building teachers capacity within instructional strategies within differentiation, formative assessments or lesson planning. This student impact will be measured through evidence seen within classroom observations, central office walkthroughs and PLC progress monitoring analysis; which will then identify support additional assistance or training needed. **(OSQ Monitoring and Support Summary - 12/1/2020)**	Maury Administration	Monthly, October 2020 - June 2021	**Evidence:** Completed Co-Teaching Walk-Through Form (Google Doc.) TalentEd Observations and Walk-Throughs **Artifacts:** Co-Teaching Plan for future instruction reports & one on one teacher meetings	Maury Administration, Central Office Specialists
Tier 2 and 3 students in K-5 grade-ELO Strategic Plan Goal: Instructional	Conducting Co-Teaching classroom observations and walkthroughs of English Language Arts (ELA) classes monthly that will target SWD. (Tool - Specialized Instruction Co-Teaching Observation Document). Evidence will then drive coaching support, professional development and/or training needed.	Maury Administration and SDI Specialists	Monthly, October 2020 - June 2021	**Evidence:** Completed SDI Co-Teaching Walk-Through Form (Google Doc.) TalentEd Observations and Walk-Throughs **Artifacts:** Co-Teaching Plan for future instruction	Maury Administration & Central Office Specialized Instruction Specialist (Frequency - Monthly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

Excellence; Student Accessibility and Support					
K-5 Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	**Provides a lesson plan with high academic expectations for all students and communicates the plan with instructional delivery.** **(Academic Review Feedback)** **Virtually: Reviewing CANVAS Lesson Plans, Activities and Resources that are aligned with ACPS Pacing and SOL Framework Rigor.**	**K-5 Teachers, EL/SPED Teachers and Specialist**	**October 2020 - June 2021**	**Evidence: VDOE Basic Components Lesson Plan Tool** **Artifacts:** **Vertical Planning PD, Leadership Team Lesson Planning Review, Grade Level PLCs, Google Document Lesson Plans for K-5, Peer to Peer Observation Walk-throughs**	**Principal & Assistant Principal (Frequency - Monthly)**
Tier 2 and 3 students in K-5 grade-ELO Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Reading Instructional Coaches/Interventionist will provide student interventions and progress monitoring based on Fountas and Pinnell data analysis of Black students and SWD.	Reading Specialists	Weekly, September 2020 - June 2021	**Evidence:** Fountas and Pinnell Reading Level Data, Tier II Intervention Observations **Artifacts: New Groupings and intervention assignments within our progress monitoring document**	Reading Specialists and Data Interventionist Coach (Frequency - Monthly)
K-5 Core general education/EL/SPED teachers Strategic Plan Goal:	Continue to enhance our professional learning communities continuum where teachers discuss best practices that will be incorporated into Tier 1 & 2 instruction and identify students needing Tier 3 intervention during the I/E Block; so that the implementation of weekly Reading Extended Learning	Data Interventionist Coach, Reading Teachers, Reading Specialists, SST, SPED & ELL Teachers and Maury Administration	Bi-Weekly, September 2020 - June 2021	**Evidence:** PLC Walkthrough documents with Talent Development (Quarterly) **Artifacts:**	Maury Administration & Data Interventionist Coach (Frequency - Bi-Weekly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

Instructional Excellence	Opportunity (ELO) with a specific focus on SWD and Black students based on Low Scoring Indicators. Virtual PLUS: Shifting our PLC's focus where teachers are also focusing their time on Student Engagement, Student Needs and Teacher Needs within best practices across grade level content areas for Tier 1.			PLC Agenda & Next Steps, I/E Intervention Schedules, Lesson Plans through CANVAS	
Tier 2 and 3 students in K-5 grade-ELO Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Use the data analysis of our summative assessment information (NWEA MAP, Teachers College Running Records, Literacy Footprints, PALS, and etc.) to provide students (SWD, EL, and students reading below grade level) targeted reading interventions within the Master Schedules Intervention/Enrichment Block based on analysis of our SWD, Black students and EL students.	Teachers, EL/SPED Teachers, Paraprofessionals	October 2020 - June 2021	**Evidence:** lesson plans with administrative feedback; classroom observations and walkthroughs with next steps planning **Artifacts:** Master Schedule, PLC minutes and next steps, professional learning agendas, formative assessment data	Principal & Assistant Principal (Frequency - Weekly)
K-5 Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Provide, implement, and monitor professional development on the Tier 1 New Core Reading Tools with an explicit focus on students outcomes for SWD and Black students.	Provide: ACPS Curriculum Dept. (K-5 English/Literacy Director) Implement: Reading Teachers Monitor: Principal	Monthly, October 2020 - June 2021	**Evidence:** Feedback sent to Leadership Team documented in the Google Doc, Maury PD Schedules, ACPS PD Schedule, Lesson Plans with Feedback, classroom observations with Feedback, PLC Meeting agenda minutes **Artifacts: 1 on 1 meetings and feedback with teachers and staff about next steps within PLP goal setting. PLP 1,2 and 3.**	Provide and Monitor: Director of K-5 English/Literacy Implement: Principal (Frequency - Monthly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

K-2 Core general education/ GIA Teacher Strategic Plan Goal: Instructional Excellence	GIA Teacher, in partnership with the general education teacher, will provide student interventions aligned with K-2 Critical Thinking Lessons focused on exposure to underrepresented demographics in MMES (Black & SWD)	GIA Teacher & (Assistant TAG Coordinator), K-2 Teachers	Monthly, October 2020- June 2021	**Evidence:** PLC reflection of lessons with K-2 Teachers and TAG Referral Documentation **Artifacts:** Young Scholars trainings, Critical and Creative Thinking lessons utilized in multiple subject areas	Maury Administration, TAG Teacher & Data Interventionist Coach (Frequency - Bi-Weekly)
2. Essential Action/Research-Based Strategy: Analysis of Number Worlds, Hands on Standards and DreamBox will be used to determine core and supplemental (intervention) instructional priorities for SWDs and Black students. · Provision of PD to support these Mathematics priorities are Do the Math & Hands on Standards Materials · Monitoring of these priorities will be done using the monitoring tool of Number Worlds, Test for Higher Standards, SchoolNet and DreamBox					
Evidence Driving This Essential Action: MAP Data Outcomes					
Plan to Assess Progress: PLC Meetings—Formative Data Progress (MAP); DRA; RI					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Provide and implement professional development for teachers while monitoring the Tier I instruction within the Math Workshop Model with an explicit focus on student outcomes for SWD and Black students.	Principal,Assistant Principal, Division Math Instructional Specialist, Data Interventionist	Monthy, October 2020 - June 2021	**Evidence:** Feedback sent to Leadership Team documented in the Google Doc, Maury PD Schedules, ACPS PD Schedule, Lesson Plans with Feedback, classroom observations with Feedback, PLC Meeting agenda minutes **Artifacts:** 1 on 1 meetings and feedback with teachers and staff about next steps within PLP goal setting. PLP 1,2 and 3.	Principal & Assistant Principal (Frequency - Weekly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

Tier 2 and 3 students in K-5 grade-Math Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Provide students targeted math interventions (ie. Number Worlds, etc.) within the Virtual Master Schedule Intervention/Enrichment block based on data analysis of our SWD, Black and ELs.	Teachers, EL/SPED Teachers, Paraprofessionals	Weekly, September 2020 - June 2021	**Evidence: DreamBox** Data, Number Worlds and Math Intervention strategies & Tier II Intervention Walk-throughs **Artifacts: New Groupings and intervention assignments within our progress monitoring document**	Principal, Assistant Principal and Data Interventionist Coach (Frequency - Weekly)
K-5 Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Continue to enhance our professional learning communities continuum in which teachers discuss best practices (ie. Specialized Instruction Math Interventions such as Number Worlds, DreamBox, etc.) that will be incorporated into Tier 1 & 2 instructions. This will identify students who need Tier 3 intervention during the I/E Block; so that the implementation of weekly Math Extended Learning Opportunity (ELO) with a specific focus on SWD and Black students based on low scoring indicators.	Data Interventionist Coach, Math Teachers, Maury Administration	Bi-Weekly, September 2020 - June 2021	**Evidence:** PLC Walkthrough documents with Talent Development (Quarterly) **Artifacts:** PLC Agenda & Next Steps, I/E Intervention Schedules, Lesson Plans through CANVAS	Maury Administration & Data Interventionist Coach (Frequency - Bi-Weekly)
Tier 2 and 3 students in K-5 grade-Math Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Conducting Co-Teaching classroom observations and walkthroughs of Mathematics classes monthly that will target SWD. (Tool - Specialized Instruction Co-Teaching Observation Document)	Maury Administration and SDI Specialists	Monthly, October 2020 - June 2021	**Evidence:** Completed SDI Co-Teaching Walk-Through Form (Google Doc.) TalentEd Observations and Walk-Throughs **Artifacts: Co-Teaching Plan for future instruction**	Maury Administration & Central Office Specialized Instruction Specialist (Frequency - Monthly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

Tier 2 and 3 students in K-5 grade-Math Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Math Interventionist will provide additional Tier II instruction via small-group instruction, and extended learning opportunities within the Tier III math workshop model.	Math Interventionist	Weekly, October 2020-June 2021	**Evidence: DreamBox** Data and Math Intervention strategies & Tier II Intervention Walk-throughs **Artifacts: New Groupings, schedule and intervention assignments within our progress monitoring document**	Principal (Frequency - Monthly)

3. Essential Action/Research-Based Strategy: Analysis of Quarterly Summative Assessment Data will be used to determine core and supplemental (intervention) instructional priorities for students.

- Provision of PD to support these actions will be within SOL Science Standards and Alignment of Instruction and Assessments
- Monitoring of these priorities will be done using the monitoring tool of Quarterly Summative Assessment Data

Evidence Driving This Essential Action: 2019-2020 Science SOL Data

Plan to Assess Progress: Quarterly Walkthroughs and Progress Monitoring that will inform instructional adjustments

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 grade Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Create and implement overarching standards for K-5 Science Units that are essential material to be covered within the 2020-21SY. These standards will be used to drive instruction and incorporate science instruction throughout the 2020-21SY.	K-5 Science Teachers, Traveling Science Teacher, Division Science Instructional Specialist	September 2020 - June 2021	**Evidence: Virtual Planning and Communication across K-5 within Science Planning** **Artifacts:** Professional Development agendas, materials, science lesson plans	Principal (Frequency - Monthly)

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

DOMAIN: Safe and Orderly Environments

SMART Goal(s): By the end of the 2021 SY, 100% of staff will have taught the schoolwide SAIL expectations to students. By the end of the 2021 SY, 100% of students will know the schoolwide SAIL expectations. This data will come from the annual TFI Walkthrough Interview and Observation Tool completed in the Spring of 2021.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Analysis of Monthly PBIS data will be used to determine intervention priorities for students.
- Provision of PD to support these actions will be within the Social & Emotional Learning Lessons
- Monitoring of these priorities will be done using the monitoring tool of our Month PBIS Data within student referrals.

Evidence Driving This Essential Action:

Plan to Assess Progress:

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 grade Strategic Plan Goal: Systemic Alignment; Student Accessibility and Support	New staff and returning staff will participate in PBIS refresher and onboarding professional development. The PBIS Learning Team continues to coach and support all staff based on need.	PBIS Coordinator & Maury Administration	Semesterly, August 2020 - June 2021	**Evidence:** Completed professional development and training **Artifacts:** Professional development agendas and PowerPoint	Assistant Principal (Frequency - Semesterly)
K-5 grade Strategic Plan Goal: Systemic Alignment; Student Accessibility and Support	Staff and students will identify expected behaviors and post SAIL expectations around the school. Students and staff will use common PBIS language to communicate and demonstrate expected behaviors in classrooms, halls, and the cafeteria.	PBIS Coordinator, All Maury Staff & Teachers	August 2020 - June 2021	**Evidence:** Explicit instruction in SAIL behaviors, language and expectations **Artifacts:** PBIS Audits, Classroom Walkthroughs, SAIL posters	Assistant Principal (Frequency - Monthly)

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

K-5 grade Strategic Plan Goal: Systemic Alignment; Student Accessibility and Support; Family and Community Engagement	Students will be recognized for positive behavior monthly on Maury Community Newsletters.	PBIS Coordinator, All Maury Staff & Maury Administration	August 2020 - June 2021.	**Evidence:** Student names collected and submitted for monthly communication **Artifacts:** Maury Communication Documents	Assistant Principal (Frequency - Monthly)
K-5 grade Strategic Plan Goal: Systemic Alignment; Student Accessibility and Support	Students will participate in positive behavior expectation talks.	Maury Administration & School Support Team	Semesterly, August 2020 - June 2021	**Evidence:** Explicit instruction in Positive Behavior Expectations **Artifacts:** Grade level schedule for meeting dates/times	Assistant Principal (Frequency - Semesterly)
[K-5/All Students/All Teachers] [SPG: 5.1, 5.2]	All general education teachers will facilitate daily social emotional learning lessons to all students within their SEAL block	SST Members and Homeroom Teachers	September 2020 - June 2021	**Evidence:** SEAL Lesson Plans **Artifacts:** Scheduled Daily Time to Facilitate Lessons & Summary of What Each Grade Level is Doing within the Monthly Schedule with SST	Assistant Principal (Frequency - Semesterly)
2. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Closing the equity and achievement gap for SWD, Black, Economically Disadvantaged and EL students by increasing the number of students proficiency levels within all content areas to meet formative and summative assessment growth within reading levels and proficiency in all other content areas by 2025.

				Evidence: Artifacts:	
				Evidence: Artifacts:	
3. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
				Evidence: Artifacts:	
				Evidence: Artifacts:	

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	*Academic Disparities*
☐ *Social Emotional Academic Learning (SEAL)*	☐ *Talent and Gifted* ☐ *PreK-2 Literacy* ☐ *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA

Total Students= 857

Demographics

Latin X	= 54%	EL	= 47%
White	= 36%	SPED	= 7%
Black	= 5%	TAG	= 9%
Multiracial	= 4%		
Asian	= 1%		

Mount Vernon Community School (MVCS) is a K-5 dual language school (Spanish and English) with a L2 school quality indicator in science. As a dual language school, science and mathematics content is delivered in Spanish and assessed in English. MVCS is currently under academic review due to science academic achievement performance.

Science Academic Achievement: All Students

SY 2019: 57% Passing Rate
SY 2018: 70% Passing Rate
SY 2017: 70% Passing Rate
Cumulative 3 Year: 66% Passing Rate

The decline in the SY19 MVCS performance in science in, as well as the stagnant growth between SY17 and SY18, led the school leadership to assess how science is currently taught, the time spent on science instruction, and the need for changes in instructional time, planning and delivery.

The school administration identified the need for revising the school-wide master schedule, provide professional development to all teachers on aligning the written, taught and tested science curriculum, and provide learning opportunities for teachers in planning scientific investigations for students as expected in the Standards of Learning.

Professional Learning Communities (PLC) are the main forum to set expectations, analyze student performance data and plan collaboratively. However, there is a need to communicate clear and explicit expectations regarding aligning the written, taught and tested curriculum to the Standards of Learning Curriculum Framework's Essential Knowledge and Skills, monitor, and provide feedback to teachers on lesson plans and lesson observations.

There is a targeted need for actively monitoring science lesson plans and lesson delivery with a specific focus on ensuring student expectations and experiences correlate with the content and cognitive level. Relevancy of the content and hands-on experiences to meet the standard are needed in planning lessons and delivering instruction.

Even though K-2 science instruction does not have a summative standardized assessment at the end of the year, the school administration along with ACPS science and dual language program specialists see the need for developing quarterly tasks that allow school administration and teachers to monitor learning and mastery of science content.

MVCS has a supportive parent community. The school administration along with PTA have determined that ongoing fundraising efforts organized by the PTA, should align with the academic goals of the school. After-school /extracurricular activities will be focused on promoting science learning.

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

Mission	Vision	Core Values
The mission of the dual language program is to provide an enriched bilingual, biliterate, and culturally competent educational experience for all students.	The MVCS Dual Language Program will be widely recognized throughout Northern VA for our students' high levels of academic achievement, bilingualism, and biliteracy, which are developed through rigorous, standards-based instruction in English and Spanish. Furthermore, the Dual Language Program will foster a culture of respect for diverse students' backgrounds and learning styles.	• All students deserve to learn in an environment that celebrates their unique differences, values their contributions to the school community, and encourages them to grow as learners. • All teachers are teachers of both language and content. • Differentiation of instruction enables all students to access a rigorous and demanding curriculum. • Collaboration is at the heart of our success as instructional teams and as a school community. • Using various forms of assessment will produce the data we need to inform our instructional decisions.

STRAND I: TEACHING FOR LEARNING

	SCIENCE		MATHEMATICS
1	**SMART Goal(s):** **All MVCS students in grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments, benchmark assessment data, and the 5th grade SOLs.**	2	**SMART Goal(s): By the end of 2020-2021 SY, MVCS will increase Gap Group 1 (EL, SWD, FRL) and Gap Group 2 (Black students) performance from 43% to 48% as measured by, benchmark assessment data, and the VA Standards of Learning assessment in grades 3, 4, and 5.** • EL from 46% to 51% or higher • SWD from 38% to 43% or higher • Economically Disadvantaged (FRL) from 45% to 50% or higher • Black from 43% to 48% or higher

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

3.	**READING**	**SMART Goal(s): By the end of the 2020-2021 SY, MVCS will increase Gap Group 1 (EL, SWD, FRL) and Gap Group 2 (Black students) performance from 40% to 45% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.** • EL from 31% to 36% or higher • SWD from 36% to 41% or higher • Economically Disadvantaged (FRL) from 34% to 39% or higher • Black from 57% to 62% or higher
4.	**SPECIAL EDUCATION**	**SMART Goal(s): By the end of 2020-2021 all MVCS students with disabilities will improve their raw pass rates in the areas of reading and math by 5%.** • Increase ELA raw pass rate from 36% to 41% or higher • Increase Math raw pass rate from 38% to 43% or higher

ACTION PLAN

1. Essential Action/Research-Based Strategy: Teachers will align instruction in different content areas and across languages (Spanish and English) to maximize students' development of the 6 science process skills (Observing, classifying, measuring, communicating, inferring, predicting)

Evidence Driving This Essential Action: The stagnant growth and decline in science performance led the school administration and instructional coaching team to focus instructional efforts into building a culture around connecting language learning and science process skills. The 6 science process skills are critical in the bilingual education process. By incorporating the skills in the instructional delivery of the different content areas, students will be consistently exposed to the science thinking process and will be better prepared to understand science content throughout their elementary school experience.

Plan to Assess Progress: Active presence in PLC meetings, team planning, and PD offerings. Ongoing monitoring of student science performance data across the different grade levels. Use of quarterly science performance assessments. Teachers will be guided to analyze, reflect, and plan instruction around student science performance data. Extracurricular activities as well as community partnerships will be focused on supporting science learning.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

K-5 Science 1.1, 1.2, 1.4, 1.5, 3.2	Teachers will integrate the Expository Strand of GLAD strategies into collaborative unit plans and implement them with fidelity during virtual learning instruction.	Teachers, Specialists, Instructional Coaches	Weekly	**Evidence:** Implementation of GLAD strategies in science content learning **Artifacts**: Teacher planning notes Administrator walk-throughs	School administration GLAD Trainers Instructional Coaches
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Teachers will participate in community partnerships to increase the use of hands-on, experiential learning in science instruction during science instruction, intervention block, asynchronous Mondays, and after school.	Teachers, Specialists, Instructional Coaches, Baroody Camps	Ongoing	**Evidence:** Partnerships with Huntley Meadows Park & Historic Huntley will be supporting science instruction/ review throughout the school year. UpCycle will be used to support hands-on learning in math and science **Artifacts:** Partnership commitment contract	School Administration Instructional Coaches
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Teachers will model and engage students in the 5 E's approach to science instruction in order to promote the development of investigative/ critical thinking skills in reading, writing, speaking, listening, and science.	Teachers, Specialists, Instructional Coaches, GLAD Specialist	Ongoing	**Evidence:** Use of 5 E's in lessons/activities **Artifacts:** Unit plans	School Administration Instructional Coaches
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Teachers will utilize Glad expository strategies in their unit planning in order to Integrate nonfiction texts into inquiry-based science instruction.	Teachers, Specialists, Instructional Coaches	Ongoing	**Evidence:** Use of non-fiction texts in science lessons. An increase in science academic vocabulary within a biliteracy framework **Artifacts**: Unit plans	School Administration
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Central Office specialists will collaboratively assist with lesson planning and will provide general education teachers with activities to implement effective bridging activities and opportunities for academic language development in the virtual learning setting. Central Office specialists and science coach will collaboratively develop and review science	Teachers, Specialists	Ongoing	**Evidence:** Beginning and End of Unit activities that provide language bridging for students **Artifacts:** Unit plans, classroom observations	School Administration Specialists Instructional Coaches

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

	performance tasks needed to consistently monitor student science performance.				
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Teachers, coaches, and administrators will engage in lesson planning professional development driven by student performance data and led by the EL Office and science specialists.	Administrators, Teachers, Specialists	Ongoing	**Evidence:** Specialists' participation in PLCs, planning meetings Teachers' participation in district wide and school priorities PD opportunities **Artifacts:** Lesson plans, classroom observations, PD sessions.	School Administration
K-5 Science 1.1, 1.2, 1.4, 1.5, 2.4, 3.2	Administrators will follow VDOE recommendations regarding science academic review.	Administrators,	Ongoing	**Evidence:** Master schedule, PD offerings, school priorities, allocation of resources to support science instruction **Artifacts:** Lesson plans, classroom observations, PD offerings.	Administration Office of Improvement
2. Essential Action/Research-Based Strategy: Teachers will implement guided math instruction to increase differentiation and opportunities for cross-linguistic transfer.					
Evidence Driving This Essential Action: Even though MVCS achieved accreditation in SY19, the black student sub group is still below the math performance benchmark. As a school we are to ensure all students in the dual language program are able to make cross-linguistic connections in content areas that are taught In the school's target language (Spanish).					
Plan to Assess Progress: Active administrative and instructional coaching presence during PLCs, team meetings, PD offerings. Quarterly data presentations on student performance data. PD offerings in differentiated instruction. Courageous Conversations PD as part of our monthly school priorities meeting. Monitoring and evaluation of lesson planning, unit planning, and of the implementation of common assessments.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Math 1.1, 1.2, 1.4, 1.5	Teachers will participate in school-based professional development to identify math priority standards; create lesson plans that integrate those priority standards	Teachers, Specialists, Math Instructional	Ongoing	**Evidence**: Active participation in PLCs	School Administration Instructional Coaches

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

	with academic language objectives; and use Virtual Plus+ guided math to deliver instruction.	Specialist, Instructional Coaches		Lesson planning based on priority standards and identification of key academic vocabulary **Artifacts**: Lesson plans, PL rosters, meeting notes	
K-5 Math 1.1, 1.2, 1.4, 1.5	Teachers will participate in division and school-based professional development on bridging and creating content and language objectives, as well as in integrating these components into unit and lesson plans.	Teachers, Specialists, Math Instructional Specialist, Instructional Coaches	Quarterly	**Evidence:** Lessons will clearly include language and content objectives. Teachers will include a bridging lesson within the unit **Artifacts:** Session attendance records, unit plans, classroom observations	School Administration Instructional Coaches
K-5 Reading, Math 1.1, 1.2, 1.4, 1.5, 3.2	Teachers will engage in a plan-do-study-act cycle through PLCs to monitor student progress; plan instruction, including intervention and enrichment efforts; and refine instructional practices through collaborative inquiry.	Teachers Instructional Coaches School Testing Coordinator	Weekly	**Evidence:** Purposeful use of breakout rooms Intentional planning of asynchronous instruction **Artifacts:** Lesson plans, unit plans, virtual learning teacher observation checklist	School Administration Instructional Coaches
K-5 Reading, Math 1.1, 1.2, 1.4, 1.5, 3.2	Teachers will focus on Priority Standards during instructional planning.	Teachers Instructional Coaches	Ongoing	**Evidence:** Use of priority standards to guide instruction **Artifacts:** PLC meeting notes Power/ Priority Standards document	School Administration Instructional Coaches
K-5 Reading, Math, 1.1, 1.2, 1.4, 1.5, 3.2	Teachers will refine pre- and post-unit assessments, and create common formative assessment, based on "Power and Priority Standards," to align to the content and rigor of grade-level standards.	Teachers Instructional Coaches School Testing Coordinator	Ongoing	**Evidence:** Use of common formative assessments to guide interventions, enrichment, and Tier I instruction **Artifacts:** PLC meeting notes Data collection documents Assessments	School Administration Instructional Coaches
3. Essential Action/Research-Based Strategy: Teachers will more deeply utilize PLC structures to strengthen their practice through concentrated instruction, intra-unit intervention, remediation, and enrichment, and the development of more robust common formative assessments.					

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

Evidence Driving This Essential Action: The English side of the day receives EL and SPED co-teaching support. As a school with 45% of our student population being EL, it is critical to ensure that literacy development is effective and adequate to the emerging bilinguals' academic process.					
Plan to Assess Progress: : Active administrative and instructional coaching presence during PLCs, team meetings, PD offerings. Quarterly data presentations on student performance data. PD offerings in differentiated instruction. Courageous Conversations PD as part of our monthly school priorities meeting. Monitoring and evaluation of lesson planning, unit planning, and of the implementation of common assessments. Specific professional learning in language learning, dual language education, co-teaching strategies.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Reading 1.1, 1.2, 1.4, 1.5	Language arts teachers will receive support in the implementation of breakout rooms, differentiated reading instruction; differentiated asynchronous instruction, collaborative planning for language development, bridging; and creating content and language objectives.	School administrators Instructional Coaches Specialists Teachers	Ongoing	**Evidence**: Purposeful implementation of breakout rooms, differentiated asynchronous activities. **Artifacts:** Attendance records Team planning, lesson plans, teacher observations	School Administration Instructional Coaches
K-5 Reading 1.1, 1.2, 1.4, 1.5	The K-5 reading specialist, GLAD Specialist, and dual language program coordinator will align newly adopted K-2 literacy materia, SLA objectives, and science priority standards provided by the office of teaching and learning.	Specialists Instructional Coaches Teachers	Ongoing	**Evidence:** Alignment of curriculum pacing guides, DL curriculum, adn K-2 newly adopted material **Artifacts:** Crosswalk document Unit plans	School Administrators
All Staff 1.1, 1.2, 1.4, 1.5	All teachers will participate in targeted school-based professional development to support their integration of GLAD strategies (language and literacy development) into core instruction and in the virtual learning setting.	Administrators Specialists	Ongoing	**Evidence:** Attendance to GLAD training, implementation of GLAD strategies, differentiated activities **Artifacts:** Teacher observations, lesson plans, unit plans	School Administrators
All Staff 1.1, 1.2, 1.4, 1.5	All teachers will integrate purposeful, collaboratively planned bridging activities into their unit plans.	Instructional Coaches Teachers	Ongoing	**Evidence:** PLCs around bridging content **Artifacts**: Lesson plans, unit plans	School Administrators Instructional Coaches

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

4. Special Education: Teachers will engage in consistent curriculum-aligned instruction and progress monitoring for SWDs and will adjust instruction based on progress-monitoring data.					
Evidence Driving This Essential Action: MVCS made great gains in the academic growth of students with disabilities. This is a subgroup that the school will continue monitoring in order to ensure equitable allocation of instructional resources and appropriate service delivery.					
Plan to Assess Progress: : Active administrative and instructional coaching presence during PLCs, team meetings, PD offerings. Quarterly data presentations on student performance data. PD offerings in differentiated instruction. Courageous Conversations PD as part of our monthly school priorities meeting. Monitoring and evaluation of lesson planning, unit planning, and of the implementation of common assessments. Specific professional learning in language learning, dual language education, and specialized instruction co-teaching strategies.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
SPED 1.1, 1.2, 1.4, 1.5, 3.2	Special education teachers will participate in professional development with their general education peers to increase differentiation of instruction in the virtual learning setting.	Specialists Teachers School Administration	Ongoing	**Evidence:** Attendance rosters, PLC discussions **Artifacts:** Differentiated activities, lesson plans that align with IEP goals, asynchronous activity bank of ideas	School Administration Office of Specialized Instruction
SPED 1.1, 1.2, 1.4, 1.5, 3.2	Special education teachers will maintain a system for collecting and sharing data related to the achievement of SWD (i.e., a shared grade-level Google spreadsheet).	Teachers Paraprofessionals	Ongoing	**Evidence:** Data collection that aligns with IEP goals and drive specialized instruction **Artifacts:** SPED Google spreadsheet, IEP goal alignment document	School Administration
SPED 1.1, 1.2, 1.4, 1.5, 3.2	Teachers will implement effective co-teaching structures through co-planning and consistent implementation of high yield co-teaching models in the virtual learning setting.	Teachers Specialists School Administration	Ongoing	**Evidence:** Lesson plans, unit plans SpEd teachers will attend content area PLC meetings. **Artifacts:** Teacher observations, High yield co-teaching model checklist	School Administration Specialists

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

STRAND II: SCHOOL ENVIRONMENT *Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement*					
DOMAIN: Commitment to Professional Learning					
SMART Goal(s): By the next administration of the TELL survey, MVCS will increase its results in 5 subcategories of professional development by at least 10%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Administrators will focus the planning and delivery of professional development on addressing the recommendations of the science academic review, and will maintain a culture of high expectations for professional development and learning.					
Evidence Driving This Essential Action: The MVCS staff is committed to the success of the dual language program and to the positive social emotional development of the diverse student population we serve.					
Plan to Assess Progress: Professional learning attendance records, PLPs that align with the school's SIP, and the building of a professional culture that values reflective practice.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators 1.1, 3.1, 3.2, 3.3	Administrators will collaboratively develop professional learning strands with instructional teacher leaders, and specialists based on school performance data and teacher input.	School Administration Specialists	Ongoing	**Evidence:** Professional development offers aligned with school priorities and teacher input **Artifacts:** Professional development plan	School Administrators

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

Educators 1.1, 3.1, 3.2, 3.3	Teachers will use two Mondays per month to engage in self-directed professional development with resource support from administration, as needed.	Teachers Specialists	Ongoing	**Evidence:** Attendance roster, teacher reflection during mid-year and end of year conferences **Artifacts:** PLPs	School Administrators Mentors
Educators 2.2, 3.3, 1.2, 1.4	Faculty will steer professional learning in the areas of dual language implementation and equity and culture through participation in school-based committees (Equity and Culture and Dual Language Steering committees).	School Administration Teachers Specialists	Ongoing	**Evidence:** Courageous Conversation professional learning **Artifacts:** Session attendance records	School Administrators
Instructional Excellence (Strategic Plan 2020-2025)	Faculty and staff will be responsive to students social, emotional, and academic needs,	School Administration Teachers Specialists SST	Ongoing	**Evidence:** Implementation of Ruler strategies in the classroom and PBIS activities **Artifacts:** SEAL lesson plans, SEAL activities, PBIS activities	School Administrators Specialists

***Baseline data (Next Page)**

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

English Reading Performance				
Student Subgroup	Advanced	Proficient	Passed	Failed
All Students	17	40	57	43
Asian	<	<	<	<
Black	-	57	57	43
Hispanic	2	32	34	66
White	43	52	95	5
Multiple Races	40	40	80	20
Students with Disabilities	12	24	36	64
Economically Disadvantaged	3	31	34	66
English Learners	2	20	21	79

Mathematics Performance				
Student Subgroup	Advanced	Proficient	Passed	Failed
All Students	12	52	64	36
Asian	<	<	100	0
Black	-	43	43	57
Hispanic	1	44	46	54
White	33	64	96	4
Multiple Races	20	80	100	0
Students with Disabilities	12	26	38	62
Economically Disadvantaged	2	44	46	54
English Learners	1	38	39	61

Mount Vernon Community School

All MVCS students at grades K-5 will demonstrate growth in their science proficiency as measured by the administration of K-2 quarterly science task assessments and the 3rd through 5th grade SOLs.

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	*Academic Disparities*
☐ *Social Emotional Academic Learning (SEAL)*	☐ *Talent and Gifted* ☐ *PreK-2 Literacy* ☐ *Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*

RELEVANT SCHOOL PROFILE DATA

Reading Data for Patrick Henry School

SOL Federal Results-School-wide	12-13	13-14	14-15	15-16	16-17	17-18	18-19
	41.9%	66.5%	77%	79%	76%	75%	74%

VA SOL State Results-Accreditation School-wide	12-13	13-14	14-15	15-16	16-17	17-18	18-19
	54%	72.3%	79%	85%	85%	90%	87%

VA SOL State Accreditation Subgroup Performance-By Year

Year	ALL	AA	HISP	WH	AS	SPED	ELL	FARMS
17-18	90%	87%	91%	100%	88%	65%	98%	89%
18-19	87%	81%	91%	94%	91%	56%	98%	86%

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

Mathematics Data for Patrick Henry School

SOL Federal Results-School-wide	12-13	13-14	15-16	17-18	15-16	16-17	17-18	18-19
	46%	64%	68%	85%	85%	84%	74%	77%

SOL VA State Results-Accreditation School-wide	12-13	13-14	14-15	15-16	16-17	17-18	18-19
	37%	61%	74%	77%	90%	88%	86%

VA SOL State Accreditation Subgroup Performance-By Year

	ALL	AA	HISP	WH	AS	SPED	ELL	FARMS	
17-18	88%	84%	87%	90%	89%	57%	95%	86%	
18-19	86%	82%	94%	92%	86%	58%	99%	87%	

STRAND I: TEACHING FOR LEARNING

	ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS
1	SMART Goal(s): By June 2021, the federal annual measurable objective (AMO) will maintain an outcome of 74% as measured by the 2021 Standards of Learning (SOL) assessment • SPED subgroup from 41% to 50% (Federal Results)	2	SMART Goal(s): By June 2021, the overall proficiency rate will maintain an outcome of 86% as evidenced by the 2021 Standards of Learning (SOL) assessment • SPED subgroup from 37% to 45% (Federal Results)

3. Other (specify):	Science	SMART Goal(s): By June 2021, the overall proficiency rate will maintain an outcome of 80% as evidenced by the June 2021 Standards of Learning (SOL) assessment

ACTION PLAN

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

1. Essential Action/Research-Based Strategy: Teachers will focus on the implementation of effective, tier based instructional practices by using data driven flexible grouping with embedded differentiated instruction, within the 60 minute I/E block and the Extended Learning Opportunities program.

Evidence Driving This Essential Action: MAP/PALS/DRA/RI/RR Data Outcomes

Plan to Assess Progress: STAT Meetings—Formative Data Progress (MAP; PALS; DRA/RR)

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps** **ENGLISH LANGUAGE ARTS (ELA)**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Tier 2 and 3 students in K-8th grade-ELO Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Implementation of a two day, weekly Extended Learning Opportunity (ELO) program with a specific focus on Tier 2 and Tier 3 students in filling in learning gaps taught by classroom teachers, EL teachers, and SPED teachers. Students are grouped by need. (identified by SOL, diagnostic, and formative assessment data; CAAR and qualitative data)	Funding for Staffing	ELO coordinator, Interventionists, ELO teachers, PALS teachers and PALS coordinator	1/19/21-6/4/21	-Lesson plans, formative assessments, STAT(school based quarterly data chats) notes -Evidence of student progress with formative assessments and during STAT data chats -Flexible groupings to allow students to be placed/moved based on data/need	-Principal, assistant principals, interventionists, ELO coordinator, Literacy and Math coaches, SPED team leader -Quarterly monitoring via STAT meeting, PLC/data meetings-monthly
1st-5th grade-ALL Strategic Plan Goal: Instructional Excellence	Implementation of a daily, 60 minute, tiered, Intervention/Enrichment (I/E) block with a focus on instruction based on formative and summative assessment results (identified by SOL, diagnostic; CAAR and qualitative data). -SPED teacher instructs SPED students in I/E block		Interventionists, core general education/EL/SPED teachers	9/7/20-6/11/21	-Lesson plans w/specific details for Guided Reading Groups' differentiated activities -PLC documents/STAT notes w/ evidence of student progress with formative assessments and during STAT data chats	-Principal, assistant principals, interventionists, Literacy coach, SPED team leader -Weekly monitoring via PLC/data meetings, classroom observations

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

K-8th Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Provide comprehensive monthly and weekly PLC embedded professional development (PD) module for all Core Literacy, I/E and ELA block teachers on best practices for effective implementation of instruction; PD will focus on strategies to foster Higher Order Thinking Skills (HOTS), Mindset, Inquiry, writing, Differentiated Instruction, language acquisition, Balanced Literacy and the use of alternative and formative assessments. Also coaching and modeling on the incorporation of PD strategies. (Based upon observations and feedback from staff)		Principal, Instructional Management Team (IMT)	8/31/20-6/4/21	PD agendas, PPTs, PLC documents w/ data driven instructional practices that address specific, identified learning gaps	-Principal, assistant principals, interventionists, Literacy coach -Monthly monitoring in IMT meetings
2. Essential Action/Research-Based Strategy: Teachers will focus on the implementation of effective, tier based instructional practices by using data driven flexible grouping with embedded differentiated instruction, within the 60 minute I/E block and the Extended Learning Opportunities program.						
Evidence Driving This Essential Action: MAP Data Outcomes						
Plan to Assess Progress: STAT Meetings—Formative Data Progress (MAP); DRA; RI						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps MATHEMATICS**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Tier 2 and 3 students in 3rd-8th grade-ELO Strategic Plan Goal: Instructional Excellence; Student Accessibility and Support	Implementation of a two day, weekly Extended Learning Opportunity (ELO) program with a specific focus on Tier 2 and Tier 3 students in filling in learning gaps taught by classroom teachers, EL teachers, and SPED teachers. Students are grouped by need. (identified by SOL, diagnostic, and formative assessment data; CAAR and qualitative data)	Funding for Staffing	ELO coordinator, ELO teachers-includes SPED and EL	1/19/21-6/4/21	-Lesson plans, formative assessments, STAT notes, progress monitoring notes by ELO teachers, improved marks in math and reading -Evidence of student progress with formative assessments and during STAT data chats -Flexible groupings to allow students to be	-Principal, assistant principals, interventionist, ELO coordinator, math coach, SPED team leader -Quarterly monitoring via STAT meeting

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

					placed/moved based on data/need	
1st-5th grade Strategic Plan Goal: Instructional Excellence	Implementation of Dreambox Learning with the use of data outcomes to support instructional planning and intervention implementation; Dreambox will assist in supporting students with learning gaps and practicing new standards being taught to improve their math skills.		Interventionists, core, general/EL/SPED teachers	1/4/21-6/4/21	Lesson plans, STAT notes, benchmarks, formative assessments, Dreambox reports, PD sign ins -Evidence of individualized student progress and/or a decrease in learning gaps based on Dreambox data outcomes	-Math coach, principal, assistant principals, interventionists, SPED team leader -Weekly monitoring during PLCs
K-8th Core general education/EL/SPED teachers Strategic Plan Goal: Instructional Excellence	Comprehensive, ongoing monthly and weekly PLC embedded professional development: Effective lesson planning and implementation to ensure alignment of content to the 2016 SOL;, Mindset, common math language, linear connections, math vocabulary and common language, increase in analytical work, PLC vertical alignment, and Differentiated Instruction. Also coaching and modeling on the incorporation of PD strategies. (Based upon observations and feedback from staff)		Math Coach, interventionists	8/31/20-6/4/21	Presentation agendas, PPTs, PLC documents, observation documents, lesson plans, assessments, feedback forms w/ data driven instructional practices that address specific, identified learning gaps	-Math coach, principal, assistant principals -Monthly monitoring in IMT meetings
3. Essential Action/Research-Based Strategy: Teachers will focus on the implementation of effective, tier based instructional practices including CRA method to introduce new concepts and develop a solid understanding, Dreambox to fill in learning gaps, and virtual student engagement to increase math language and skills.						
Evidence Driving This Essential Action: MAP Data Outcomes,						
Plan to Assess Progress: STAT Meetings—Formative Data Progress (MAP), common unit assessments -unit test and quizzes						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps** **Science**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

4th-8th grade Strategic Plan Goal: Instructional Excellence	Provide central office supported PD, coaching and PLC planning support on incorporating new standards and the fostering and facilitation of inquiry based and experiential learning, and acquisition of academic language to support Tier I instruction and to assist with differentiation for Tier 2 and 3 instruction		Science chairperson, team leaders, Title I science instructional specialist, science instructional specialist	9/2/20-6/4/21	Evidence of implementation in the lesson plans, PLC documents	-Principal, assistant principals, science chairperson -Monthly during PLC meetings
K-8th grade Strategic Plan Goal: Student Accessibility and Support	Provide virtual experiential learning visits/opportunities: Richmond Science Museum, Maryland Science Center, in-house speakers/demonstrations, etc.		Team leaders, science chairperson, science instructional specialist	1/18/21-6/4/21	PLC documents, photos, emails, and student responses w/ evidence of the learning experience	-Principal, assistant principals, science chairperson -Quarterly monitoring in STAT and IMT meetings
5th grade Strategic Plan Goal: Instructional Excellence	Identify needs for acquisition of 4th grade science content and provide accelerated learning opportunities		5th grade science teachers, interventionists	9/4/20-6/4/21	-Lesson Plans & PLC documents w/ evidence of spiraling 4th grade science content into lessons -The use of STAT notes, accelerated SOL review documents, formative and summative assessments for evidence of student progress, potential next steps, and creating smaller standards based learning groups	-Principal, assistant principals, science teachers -Weekly during PLC meetings, in STAT and IMT meetings

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***	
DOMAIN:	**Family and Community Engagement**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Install academic rigor through differentiation, and by June 2021 will reach 88% in ELA, 86% in Math, and 80% in Science on the 2021 Standards of Learning Assessments

SMART Goal(s): By June 2021, Patrick Henry School will provide monthly academic, family engagement events with a 75% satisfaction rate as evidenced by surveys.

ACTION PLAN

1. Essential Action/Research-Based Strategy: In order to eliminate cultural barriers, staff will provide differentiated and relevant family engagement activities that will support a welcoming, successful, and equity-focused learning community for all.

Evidence Driving This Essential Action: Feedback from 19-20 Surveys

Plan to Assess Progress: Survey/Evaluation Feedback Data, Comparative Attendance Data

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All families Strategic Plan Goal: Family and Community Engagement	-Provide ongoing family activities with multi-lingual support: Virtual monthly parent coffees with an ACPS and community support workshop focus, virtual Family Open House, virtual academic information and support nights, and monthly Family Market Events		All staff, PTA	9/3/20-6/18/21 Quarterly assessment of progress	-Evidence of Progress: Analysis of satisfaction surveys, analysis of comparative attendance data -Artifacts: Participant list, photos, videos, fliers, informational packets, PPTs, social media documentation, surveys	-Parent and family liaison, principal, assistant principals, dean of students -Monthly monitoring during leadership meeting
All families Strategic Plan Goal: Family and Community Engagement	-Develop a Title I Parent Committee to provide suggestions and feedback regarding Title I activities and the budget.		Principal, Parent Liaison	10/1/20-6/18/21 Quarterly	-Evidence of Progress: Meeting Agendas, Agenda notes/charts, Implementation of events, Title I purchases, satisfaction surveys, attendance data -Artifacts: Participant list, photos, videos, fliers, informational packets, PPTs, social media documentation, surveys, Title I budget	-Parent and family liaison, principal, assistant principals, dean of students -Monthly monitoring during leadership meeting

Student Improvement Plans

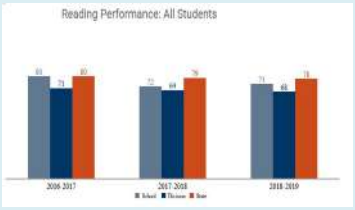
*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

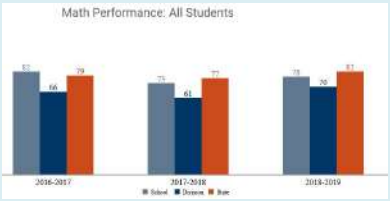
OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

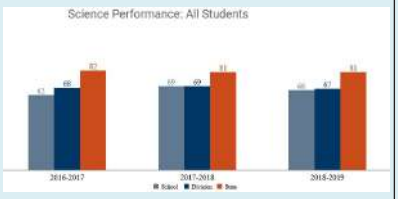
Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools	***Academic Disparities***
☐ ***Social Emotional Academic Learning (SEAL)***	☐ ***Talent and Gifted***
	☐ ***PreK-2 Literacy***
	☐ ***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students***

RELEVANT SCHOOL PROFILE DATA

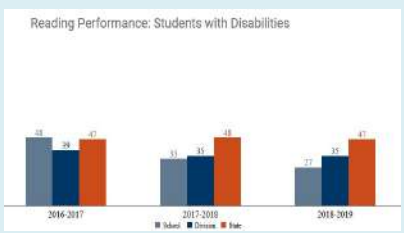


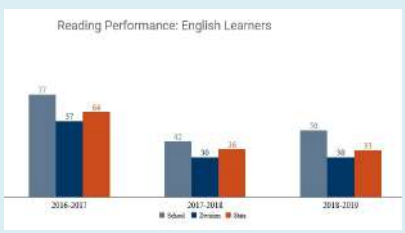




*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.





STRAND I: TEACHING FOR LEARNING			
1	**ENGLISH LANGUAGE ARTS (ELA)** **SMART Goal(s): By June 2021 Samuel Tucker Elementary students 2-5 will demonstrate positive growth on the NWEA-MAP reading assessment (RIT Score*).**	2	**MATHEMATICS** **SMART Goal(s): By June 2021 Samuel Tucker Elementary students 2-5 will demonstrate positive growth on the NWEA-MAP mathematics assessment (RIT Score*).**
3. Other (specify):	**Science**	**SMART Goal(s): By June 2021 Samuel Tucker Elementary students will achieve a 70% proficiency (or meaningful growth) as measured by the Virginia Science Standards of Learning.**	

* Positive growth on the MAP assessment will be measured via winter to Spring MAPGrowth RIT score growth using Fall MAP screener data and Spring SOL results to confirm results. We are intentionally shifting to the positive growth mindset in the current context knowing it represents the future of measuring academic progress and essential to the achievement of the overarching SIP goals based on 2023 SOL student performance.

ACTION PLAN
1. Essential Action/Research-Based Strategy: Samuel Tucker Elementary will become a learning organization by fostering environments for collaborative work.

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

Evidence Driving This Essential Action: Effective PLCs, as evidenced at Tucker, represent best practice in translating the continuous improvement cycle into improved outcomes for all learners.
Plan to Assess Progress: Quarterly staff surveys, PLC level needs assessments
Strength - Great data snapshot! Informative reference about MAP Growth. The plan incorporates multiple structures and evidence-based practices which target students with disabilities.
Inquiry - Are there disparities in academic performance among race groups at Samuel Tucker? How does your plan specially address targeted efforts to reduce/eliminate the disparities? Based on your MAP growth statement, you reference growth however you have not indicated a target for growth. How much growth are you projecting? Can you actually project since you do not have a reference point as baseline data will not be collected until the Winter administration?
Considerations/Recommendations - Revise goals to meet each component of a SMART goal. Consider the pros and cons of the MAP growth band norms as a reference point. Aspiring to become a Learning organization is an excellent mission-type statement. Consider revising the EA to reflect an intent aligned with your focus on data utilization and continuous data cycles. It appears the strategy is targeted enhancing the data utilization/data review actions in PLCs. It is true that the alignment of systems is important in schools however; the Systemic Alignment Goal in the Strategic Plan 2025 is a division level Goal. Meeting agendas serve as important artifacts. If you choose to use Meeting agendas as a source of data to demonstrate evidence of progress, remember to identify specific/ reliable data points and a plan for how those data points indicate growth.
Additional Feedback - Do you have evidence that using PLCs at Tucker is impactful? Or could you provide a research statement here?

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

Focus - K-5 Staff, **Goal** - Systemic Alignment: clearly communicate a vision that provides a clear, concise, systemwide understanding of how identified instructional improvements will lead to better outcomes for students; Transform the Division into a learning organization.	Shifting the work of our weekly school Leadership meetings to a focus on analysis of vertical data and instructional practices allowing for input, feedback, and initiative adjustments.	Administration, ST Leadership Team	August - June	Evidence: K-5 Cross-Functional Instructional Practices Inventory; Data Inventory Artifacts: Meeting agendas; Weekly Leadership notes	Administration (Weekly)
Focus: K-3 **Goal:** Instructional Excellence: Clearly define and support the implementation of an evidence-based balanced literacy approach using the K-5 Literacy Guidelines; Support the work of the K-2 Literacy Task Force dedicated to collaborating, researching, and implementing best literacy practices	Implement a systematic approach to MTSS that supports the implementation of evidence-based literacy interventions.	Ms. Kelly, Leadership Team, Reading Coach & Interventionists	September - June	Evidence: 15 % reduction in the number of students not meeting the Fall to Winter to Spring PALS Benchmarks Artifacts: PALS quick-check data	Coach & Interventionists - Monthly Admin. - Quarterly
Focus - K-5 Staff, **Goal** - Instructional Excellence: Work collaboratively with educators to refine the instructional framework and ensure its use; Implement the Student With Disabilities and Talented and Gifted Action Plans in support of ensuring a curriculum that is	Weekly professional learning community meetings to collaborate on best instructional practices, review and analyze data, and make data based decisions (Instructional coaches and administration to provide support).	PLC Lead, Instructional Coaches	August - June	Evidence:Meeting agendas, Artifacts: Weekly PLC notes	Administration (Weekly)

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OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

differentiated to meet the individual needs of students					
2. Essential Action/Research-Based Strategy: Identify and use best practices in online and learning to differentiate, support, and increase access to effective classroom routines and instruction practices and to promote innovation. Samuel Tucker Elementary will support and cultivate teachers' use of effective classroom routines and instructional strategies.					
Evidence Driving This Essential Action: Co-teaching routines and practices are evidence of the positive impact of fidelity of implementation of instructional strategies on student achievement					
Plan to Assess Progress: Quarterly walk throughs, and bi-annual formal observations.					
Strength - This plan is clearly focused on the high-impact practice of nurturing collaborative learning communities of adults who in turn go to nurture such learning communities for their students.					
Inquiry - What are the best practices in on-line instruction? Your EA should specify the strategies. What are the assumptions underlying your Theory of Change? Evidence Driving This EA should reflect teacher level data associated with a problem of practice.					
Considerations/Recommendations - Your EA should specify the strategy you have selected based on analyses of needs based on some form of root cause analysis. . A clearly delineated strategy is critical to engaging in a data cycle to assess impact on student performance. The EA above covers multiple areas. Selecting one focus for a data cycled does not Consider revising Actions Steps to reflect objective terminology rather than subjective terms that convey as aspirational. If teachers are expected to demonstrate new skills and practices, ensure that Action Steps reflect components of professional learning that will support a learning to practice continuum.					
Additional Feedback - It's implied that the work of PLCs at Tucker is observed as impacting what is observed in classrooms.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus - K-5 students, K-5 Staff **Goal** - Instructional Excellence: Ensure implementation of a few well-defined, high-impact instructional strategies that support academic learning	Teachers will strive to implement and refine best instructional practices (Including creation and maintenance of virtual and blended instructional practices inventory, bi-weekly embedded professional developments, feedback from instructional coaches and administration).	Instructional Coaches, Leadership Team, Teachers,	September-June	Evidence: Observed implementation of implementation of new technologies including Nearpod, Seesaw & Desmos Artifacts: PLMS records, technology audit	Administration (Monthly)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

and social and emotional development for a diverse student population.					
Focus - K-5 Staff, Students **Goal** - Instructional Excellence: Use diagnostic, formative, and summative data to inform appropriate interventions and strategies.	Classroom teachers will utilize time with instructional coaches to group, and plan for student success based on assessment data.			Evidence: Teachers planning and implementing responsive lessons and utilizing strategies Artifacts:	
Focus - SWD & EL students K-5 **Goal** Instructional Excellence: Ensure implementation of a few well-defined, high-impact instructional strategies that support academic learning and social and emotional development for a diverse student population.	Continued implementation of Dr. Marilyn Friend's "Six Approaches to Co-Teaching" best practices, with co-teaching walkthroughs and feedback.			Evidence: Artifacts:	
Focus - **Goal** -				Evidence: Artifacts:	

3. Essential Action/Research-Based Strategy: Samuel Tucker Elementary will review disaggregated data to track and monitor the progress of all students.

Evidence Driving This Essential Action: Analyzing common assessments in PLCs has yielded evidence of the importance of progress monitoring on a quarterly basis to move students from one tier to the next.

Plan to Assess Progress: Quarterly progress toward the goal will be discussed at PLCs and shared with the Leadership team.

Strength - Strong action steps and evidence of progress listed.

Inquiry - How is the proposed strategy new/innovative? What are you attempting to convey about how you will

Considerations/Recommendations - Consider revising the EA to reflect the practice innovation or approach to data analyses and what it will yield or the "why." The current phrasing suggests that reviewing disaggregated data is not conducted at Samuel Tucker.

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

Specify how you will *" Build and reinforce assessment literacy through professional development (MAP, Unit Assessments). "* Teachers will _____ or "In order to build and reinforce assessment literacy._____"

Additional Feedback - Is quarterly enough to address this? I feel like a lot happens in a quarter, and if change is not progressing fast enough in this area it could be a loss of a lot of time.

;Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus - 2-5 MAP **Goal** - Instructional Excellence: Student growth as measured by formative assessments at school and Division levels	Build and reinforce assessment literacy through professional development (MAP, Unit Assessments).			Evidence: Observed fluidity with common assessment data and MAP reports Artifacts: Completion data from MAP asynchronous professional learning expectations	
Focus - K-5 Staff, **Goal** - Instructional Excellence: Assess implementation of Division's Curricula;	Establish and implement a data inquiry protocol, to be utilized at all levels within the building (including creation of data/ instructional inventory)	Instructional Coaches, Administration	September - June	Evidence: Observed common instructional practice across grade levels. Artifacts: Leadership/PLC agenda	Administration (Monthly)
Focus - **Goal** - Implement a consistent, high-impact approach to teaching literacy in all K-2 classrooms across the Division.	Classroom teachers will utilize common assessments (PALs, MAP, Unit Pre/ Post assessment) to measure and monitor students progress.			Evidence: Artifacts:	

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:

Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

4. Essential Action/Research-Based Strategy: Samuel Tucker Elementary will develop and implement tiered intervention groups and strategies.					
Evidence Driving This Essential Action: Analysis of data will provide accurate information on students, their needs / growth, as well as the efficacy of interventions being implemented.					
Plan to Assess Progress: Weekly Administrative data review, Bi-Monthly MTSS meetings, Quarterly Data Chats					
Inquiry - Is this a new innovation/ approach? Is the intent of this goal to enhance competencies related to an existing structure? If so, what is the EA attempting to convey about what this EA is designed to accomplish in reference to improving practices? What has the team's root cause analyses of outcomes related to tiered interventions?					
Considerations/ Recommendations - Revise the EA to clarify the approach for describing tiered interventions, and what they accomplish? What is the Engage the interventionists to specify research based interventions.					
Additional Feedback - Think about how you can assess progress over time. Will the school create a "student perception" survey? How will you determine the overall climate of students and assess staff progress in their learning?					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus - **Goal** -				Evidence: Artifacts:	
Focus - **Goal** -	Support and expand the use of small group instruction during Intervention and Extension time.			Evidence: Artifacts:	
Focus - **Goal** -	Reading and Math interventionists will implement research based intervention strategies with identified tier 2 and 3 students.			Evidence: Artifacts:	
Focus - K-5 Students with Disabilities, K-5 Staff **Goal** -	Special Education teachers will implement research based intervention strategies			Evidence: Artifacts:	

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OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

	(FLEX, Fundations, Just Words, Number Worlds) with identified students.				

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***					
DOMAIN: Learning Environment					
SMART Goal(s): By June 2021, as evidenced by student perception data 90% of students will report they are learning in a classroom that fosters feelings of safety, value, and engagement.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Staff will be trained on the role of school personnel to mitigate the impact of systemic racism on student perception of a safe and orderly school environment.					
Evidence Driving This Essential Action: ACPS & Tucker discipline data revealing disparities in the suspension rate for students of color.					
Plan to Assess Progress: Quarterly assessment of disaggregated discipline data.					
Strength - The action steps that are completed align with the 2025 strategic plan. A strength of this plan is the focus on Equity for All and systemic racism.					
Inquiry - What about the analyses of racial disparities in school discipline data indicates that training will reduce/eliminate the disparities? How is the plan for training structured to produce changes in practice ? This is an instance where it is critically important to consider the structures and supports associated with training					
Considerations/ Recommendations - In this instance, the focus of the: EA is to mitigate the impact of systemic racism on student perception of a safe and orderly school environment. Identify the behaviors you expect to see. Reducing discipline referrals is one type of evidence of progress, but consider other data points related to progress since referral can decrease as a function of administrative action, while behaviors remain unchanged.					
Additional Feedback - You can include in your evidence the evaluation forms follow all turnaround training. The Equity Team can support by providing the school with their specific teacher feedback data. Included as evidence are discipline data, lesson plans reports and logs.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

Focus: Samuel Tucker Staff, Students of Color **Goal:** Instructional Excellence: Percentage of students agreeing that they feel supported socially, emotionally, and academically (Equity Audit) **Goal** Student Accessibility & Support: Disproportionality rate of suspensions (out of school and in school) by school and student group	All teachers will be trained in practices and principles promoting a school environment based on Equity for All principles	Kennetra Wood, Anne Smith and Admin Team	September 3 - June 7	Evidence: 20% reduction in discipline entries (suspensions if applicable) Artifacts: PLMS Completion of	
Focus: All Students **Goal:** Instructional Excellence: Percentage of students agreeing that they feel supported socially, emotionally, and academically	SEAL time will incorporate the existing community circle protocol and expand to address topics identified as stressors via the universal screener.	Tucker SST Team	September 7 - June 23	Evidence: SST lesson plans and master schedule Artifacts: Screener Reports; SST Logs	
Focus: **Goal:**				Evidence: Artifacts:	
2. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL:
Increase the number of students passing state assessments in all content areas to meet state accountability benchmarks of 75% passing in English and 70% passing in all other content areas by 2023.

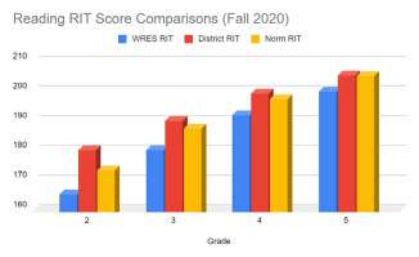
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
				Evidence: Artifacts:	
				Evidence: Artifacts:	
3. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
				Evidence: Artifacts:	
				Evidence: Artifacts:	

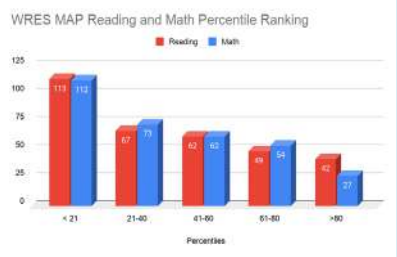
OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

Systemic Alignment - Instructional Excellence -Student Accessibility and Support
Strategic Resource Allocation - Health and Wellness - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA





STRAND I: TEACHING FOR LEARNING

	ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS
1	**SMART Goal(s): As measured by the MAP Reading Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges: low to low average, low average to average, average to high average, high average to high OR maintain 80th percentile ranking or higher by June 2021.**	2	**SMART Goal(s): As measured by the MAP Math Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges: low to low average, low average to average, average to high average, high average to high OR maintain 80th percentile ranking or higher by June 2021.**

3. Other (specify):	Student Period Attendance	**SMART Goal(s): Improve students' period attendance by reducing the percentage of students in the low and low average attendance ranges by 5% and increasing the percentage of students in the high attendance and high average attendance ranges by 5% by the end of quarter 2.**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

ACTION PLAN						
1. Essential Action/Research-Based Strategy: Implement a consistent, high-impact approach to teaching **literacy** that is aligned with the VDOE Framework using a variety of strategies including Lucy Calkins Reading and Writing Workshop, guided reading, word study/explicit phonics and phonemic awareness instruction.						
Evidence Driving This Essential Action: PLC agendas, slides from professional development						
Plan to Assess Progress: Observations and Feedback						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Educators Instructional Excellence	Explicitly establish (and implement) a common structure of the literacy block at each grade level to include: Reading Units of Study, differentiated small group instruction, writing, and word study.		GenEd, SpEd, and EL teachers	August 2020 - September 2021	Evidence: PLC agendas Artifacts: Literacy Block Expectations Teacher Survey	Reading Coach Administration Yearly
K-5 Educators Instructional Excellence	GenEd, EL and SPED teachers provide differentiated small group instruction to support Tier 1 instruction.		GenEd, SpEd, and EL teachers	September 2020 - June 2021	Evidence: PLC agendas Artifacts: Small Group Instruction Plans Example Agendas from PLCS Data Sheets Analysis of Winter Data	Reading Coach Administration
3-5 Educators Instructional Excellence	Develop (or identify) and administer common formative reading/writing assessments at grades (3-5).		GenEd, SpEd, and EL teachers	September 2020-June 2021	Evidence: PLC agendas Artifacts: 4th Grade Writing Unit Example	Reading Coach Administration Quarterly
K-5 Educators Instructional Excellence	Engage instructional staff in regular, ongoing professional development in Lucy Calkins Reading Units of Study, virtual differentiated small group instruction, oracy and writing.		GenEd, SpEd, and EL teachers	August 2020 - June 2021	Evidence: PLC agendas Artifacts: Literacy PD	Reading Coach Administration Quarterly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

PreK-5 Educators Instructional Excellence	Develop consistent expectations for high-leverage instructional delivery for all learners across Tiers 1, 2, and 3 with appropriate monitoring tools to determine supports needed for fidelity of implementation.		Reading Coach	September 2020 - June 2021	Evidence: Tiering Meetings Artifacts: Progress Monitoring Resources Data sheets	School Improvement Coach Administration
K-5 Educators Instructional Excellence	Reading specialists, SPED teachers and EL teachers plan with classroom teachers to make content accessible for all learners through the use of language acquisition strategies, MTSS and specially designed instruction.		GenEd, SpEd, and EL teachers	September 2020 - June 2021	Evidence: Tiering Meetings Artifacts: PLC Agendas	Reading Coach Administration
2. Essential Action/Research-Based Strategy: Implement the written, taught and tested **Math** curriculum in alignment with the VDOE Framework using a variety of strategies.						
Evidence Driving This Essential Action: PLC agendas, slides from professional development, lesson plans						
Plan to Assess Progress: Observations and Feedback						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Educators Instructional Excellence	Continue to review and integrate EL best practices, language acquisition supports, academic language strategies, and student discourse into daily mathematics lessons through the PLC structure, in order to best support students with disabilities, Black and EL learners.		GenEd, SpEd, and EL teachers	September 2020-June 2021	Evidence: Unit plans and lessons Artifacts: Virtual 2020-21 lesson plans	Math Coach Administration Quarterly
K-5 Educators Instructional Excellence	Continue to implement GLAD math strategies (visuals, chants, guided oral practice) in guided math instruction, in order to best support students with disabilities, Black and EL learners.		GenEd, SpEd, and EL teachers	September 2020-June 2021	Evidence: GLAD chants and books, compendiums for teacher planning Artifacts: Google drive	Math Coach Administration Quarterly
K-5 Educators	Increase instructional capacity and use of Number Talks as a strategy that supports students with		GenEd, SpEd, and EL teachers	September 2020-June 2021	Evidence: Lesson Plans and PLC agenda notes with	Math Coach Administration

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

Instructional Excellence	disabilities, Black and EL learners, by incorporating student discourse and allowing for critical thinking.				discussion around planning and implementation of number talks Artifacts: Virtual 2020-21 lesson plans,	Quarterly
K-5 Educators Instructional Excellence	Administer ACPS common unit assessments with fidelity across grade levels, adapt as needed both content and technology wise.		GenEd, SpEd, and EL teachers	September 2020-June 2021	Evidence: Data Trackers Artifacts: WRES Data folder	Math Coach Administration
K-5 Educators Instructional Excellence	Develop consistent expectations for high-leverage instructional delivery for all learners across Tiers 1, 2, and 3 with appropriate monitoring tools to determine supports needed for fidelity of implementation.		Math Coach	September 2020-June 2021	Evidence: Dreambox, Reflex, Other Online Programs, Nearpods, Desmos, Seesaw Artifacts: Differentiated Seesaw, DreamBox, Desmos trainings	Administration Quarterly
K-2 Educators Student Accessibility and Support	Determine action step protocols for the K-1 Just in Time quick check implementation and progress monitoring for Kathy Richardson Assessing Math Concepts assessments.		K-2 GenEd teachers Math Coach	September 2020-June 2021	Evidence: Data and PLC agenda notes Artifacts: Kinder Data, 1st Grade Data	Administration Quarterly
K-5 Educators Instructional Excellence	Increase teacher capacity in math technology programs in order to provide engaging and interactive lessons that increase student discourse and critical thinking skills in this virtual setting.		Math Coach	September 2020-June 2021	Evidence: PLC planning and Professional development on technology programs (zoom, seesaw, Desmos, Nearpod, DreamBox, Canvas Curriculum, MAP) Artifacts: PLC agenda notes, MAP training	Administration Quarterly
K-5 Educators Instructional Excellence	Provide professional learning to staff on Desmos, Dreambox, Canvas updates and MAP to support differentiation for students with disabilities, Black and EL learners.		Math Coach	September 2020-June 2021	Evidence: Slides and PLMS Numbers Artifacts: DreamBox, Desmos	Administration Quarterly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

K-5 Educators Instructional Excellence	Provide professional learning on specific units in the ACPS math curriculum as determined by SpEd staff, in order to increase teacher capacity, learning and differentiation skills for their students.		Math Coach SpEd teachers	September 2020- June 2021	Evidence: PLC planning and professional development meetings Artifacts: PLC agenda notes, PD slides	Administration Quarterly
K-5 Educators Instructional Excellence	Grade level teams will participate in a goal setting PLC, determine a goal based on their needs and qualitative data gathered from "look fors" by the math coach, administrators and/or central office staff. This goal will be reviewed and revised 2 times throughout the year (October, March and June).		Math Coach K-5 Teachers	October 2020- June 2021	Evidence: Math coach and Cory planning and PD development, PLC goal setting dates Artifacts: PLC Agenda notes, PD slides with goal setting	Administration (October, March and June)
2-5 Teachers Instructional Excellence	All 2-5 teams will take part in PLC summative data analysis of MAP Screener and MAP Growth mathematics tests, in order to determine instructional strengths, growth and needs of all students, and differentiate accordingly using the appropriate tools and reports suggested by NWEA.		Math Coach 2-5 Teachers	September 2020 - June 2021	Evidence: Small group lesson plans, planning and PLC PD dates, MAP test scores. Artifacts: PLC Agenda Notes, MAP reports, lesson plans	Administration Quarterly
K-1 Teachers Instructional Excellence	All K-1 teams will take part in PLC summative data analysis of the Just in Time Quick Check mathematics tests, in order to determine instructional strengths, growths and student needs, as well as, determine and implement differentiated small-group lesson plans to meet those needs.		Math Coach K-1 Teachers	September 2020 - June 2021	Evidence: Small group lesson plans, planning and PLC PD dates, JIT test scores. Evidence: PLC Agenda notes, JIT scores and graphs.	Administration Quarterly
3. Essential Action/Research-Based Strategy: Adapt, assign and implement research-proven **interventions** in a virtual setting for students at risk of failure in mathematics and/or reading.						
Evidence Driving This Essential Action: PLC Agendas, Tiering Meeting Slides, and Grade Level Data Sheets						
Plan to Assess Progress: Data Analysis PLCS in Jan/Feb to re-assess students						
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

Strategic Plan Goal *[i.e. 1.1, 2.3]*						
K-5 Educators Student Accessibility and Support	Implement a structured system of support (MTSS) for reading and math intervention, including EL and SPED interventions with a range of options increasing in intensity and frequency, including specified methods for evaluating student progress.		Math Coach Reading Coach	Session 1: November 2020 - January 2021 Session 2: February 2021-April 2021 Session 3: April 2021-June 2021	Evidence: Tier 2 and 3 criteria for math and reading; meeting agenda Artifacts: Tiering Meeting Slides Data Spreadsheets	School Improvement Coach Administration Tri-annually
K-5 Educators Student Accessibility and Support	Use diagnostic, formative, and summative data to inform appropriate interventions or strategies.		Classroom Teachers EL Teachers Special Education Teachers Interventionist Instructional Coaches	September2020 - June 2021	Evidence: PALS, Pioneer Valley reading assessments, and/or MAP Artifacts: Data Spreadsheets	Administration
3-5 Students Student Accessibility and Support	Extended day instruction will be offered to tier 2 and 3 students and targeted to support student's specific instructional needs based on triangulation of previous SOL performance, F&P, MAP RIT score, PALS, and other classroom assessments. *Contingent upon building reopening.	*Tutors support Tier II and III students by providing instruction to students in a small group setting*	STC Math Coach	*Contingent upon building reopening	Evidence: Artifacts:	Administration Quarterly
K Students Student Accessibility and Support	Offer virtual after school tutoring through Book Buddies for kindergarten students.	*Tutors support Tier II and III students by providing instruction to students in a small group setting*	Book Buddy Tutors	September 2020 - June 2021	Evidence: List of participants, schedule Artifacts: Book Buddy Participants	Reading Coach Quarterly
K-3	Offer reading intervention for K-3 students through Literacy Lab.	*Tutors support Tier II and III students by providing instruction*	Literacy Lab Tutors	September 2020 - June 2021	Evidence: Literacy Lab Caseload, Schedule	Reading Coach Quarterly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

Student Accessibility and Support		*to students in a small group setting*			Artifacts: Literacy Lab Caseload & Schedule	

4. Essential Action/Research-Based Strategy: Teachers will effectively collaborate in **professional learning communities** and attend **professional development** in order to help increase student achievement.

Evidence Driving This Essential Action: WRES's Monday Schedule, PLC Team Agendas, PD slides

Plan to Assess Progress: Monthly Team Survey allowing teams to provide feedback on the PLC process and to determine and drive instruction. We will also focus on one area for the team's PLC cycle; Team will choose one formative assessment and rubric Monthly as focus to analyze student data and address needs;

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Educators Instructional Excellence	Designated time for planning among grade level teams (to include SpEd and EL teachers) to discuss reading, math and or science standards, co-teaching, assessments, and other topics.		Team Leaders Instructional Coaches	September 2020-June 2021	Evidence: Agenda Minutes, Team PLC Survey results, Content Area Formative Assessment Rubric data Artifacts: WRES's Monday Schedule TeamPLC Survey Team Formative Assessment in one content area	Administration Weekly
K-5 Educators Instructional Excellence	During PLC meetings, teachers will create common assessments, analyze data, discuss strategies, identify students needing remediation/enrichment and plan differentiated instruction.		Team Leaders Instructional Coaches	September 2020-June 2021	Evidence: Agenda Minutes, Team PLC Survey results, Content Area Formative Assessment Rubric data Artifacts: PLC Team Agendas TeamPLC Survey Team Formative Assessment in one content area	Administration Monthly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

2-5 Educators Student Accessibility & Support Instructional Excellence	Analyze MAP reading and math data in grade level PLCs; use assessment data to inform instruction; plan for differentiated small groups; train teachers to use MAP reports and learning continuum; communicate results of assessment with parents during conferences; and use MAP student progress reports to set goals with students.		School Improvement Coach Math Coach GenEd, SpEd & EL teachers	Session 1: October 2020 Getting Ready to Proctor Session 2: November 2020 MAP Reports Training Session 3: January 2021 Getting Ready to Proctor Session 4: February 2021 MAP Reports Data Analysis	Evidence: Meeting Agendas, Data PLCs Artifacts: MAP Reports Training Slides	School Improvement Coach Quarterly

5. Essential Action/Research-Based Strategy: Adapt strategies to effectively engage students, deliver instruction, and assess learning in a virtual environment.						
Evidence Driving This Essential Action:						
Plan to Assess Progress:						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

K-5 Educators Student Accessibility & Support Instructional Excellence	Train teachers on how to implement the Pioneer Valley reading assessment, PALS and guided reading remotely.		Reading Coach	Quarter 1	Evidence: PLMS course or Training Slides Artifacts: TCRWP Running Record Overview	Administration Yearly
K-5 Educators Student Accessibility & Support	Train teachers on how to use Desmos quick checks for math assessments.		Math Coach	Quarter 1	Evidence: PLC agendas, schedule Artifacts: Schedule	Administration Yearly
K-5 Educators Student Accessibility & Support	Train teachers on how to use Seesaw.		TIS	Quarter 1: train teachers Quarter 2: train paras	Evidence: Seesaw PD Slides, schedule, Seesaw Admin Dashboard and data numbers Artifacts: Seesaw 101, Seesaw 202	Administration
K-5 Educators Instructional Excellence	Create online learning how-to videos and tutorials for students and staff		TIS	August 2020 - June 2021	Evidence: Canvas, Seesaw, WeVideo, Zoom "How To" videos, Chromebook and Tablets Artifacts: Online Learning How-To Folder	Administration Ongoing (as needed)
K-5 Educators Instructional Excellence	Provide ongoing technology updates, reminders, and news		TIS	August-June 2020	Evidence: PLC agendas, Ms. Doughty's Friday/Monday Five emails Artifacts: Tech Updates & Questions, E-mail screenshot	Administration Weekly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement

DOMAIN: Safe and Orderly Environment

SMART Goal(s): Improve students' period attendance by reducing the percentage of students in the low and low average attendance ranges by 5% and increasing the percentage of students in the high attendance and high average attendance ranges by 5% by the end of quarter 2.

ACTION PLAN

WRES's SIP	Period Attendance Goal	High Attendance	High Average Attendance	Average Attendance	Low Average Attendance	Low Attendance
		Less than 2 period absences	2-3 periods absences	4-8 period absences	9-14 period absences	greater than 14 period absences
BOY Schoolwide	Baseline	45%%	14%%	20%	10%	11.0%
Kindergarten	Baseline					
End of	Quarter 2 Goal	50%	19%	20%	5%	6%

Grade	Month	High Attendance Less than 2 period absences	High Average Attendance 2-3 periods absences	Average Attendance 4-8 period absences	Low Average Attendance 9-14 period absences	Low Attendance greater than 14 period absences
Kindergarten	September	13%	9%	39%	13%	16%
	October	22%	14%	29%	19%	15%
1st Grade	September	43%	13%	24%	10%	10%
	October	53%	14%	15%	10%	8%
2nd grade	September	44%	14%	25%	7%	10%
	October	48%	13%	17%	8%	14%
3rd Grade	September	60%	16%	13%	5%	6%
	October	62%	15%	11%	7%	5%
4th Grade	September	47%	14%	18%	7%	13%
	October	53%	10%	15%	7%	15%
5th Grade	September	47%	10%	24%	7%	12%
	October	49%	23%	12%	5%	11%
Totals	September	42.3%	12.7%	23.8%	8.2%%	11.2%%
	October	47.8%	14.8%	16.5%%	9.3%%	11.3%%
BOY Baseline		45%%	14%%	20%	9%%	11.0%

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

1. Essential Action/Research-Based Strategy: Create a plan to address students who have high period absences throughout the day						
Evidence Driving This Essential Action: Attendance Sheets, WRES Virtual Plus Period Attendance Data						
Plan to Assess Progress: Period attendance will analyzed quarterly and updated on our						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
K-5 Educators Student Accessibility & Support	Analyzing period attendance absenteeism of Q1; tier students based on criteria; create intervention for tier 3; and develop school wide incentives for tier 1 and 2.		GMU Intern Social Worker SST	September 2020 -June 2021	Evidence: Grade level attendance sheets Artifacts: WRES Virtual Plus Period Attendance Data Tier 2/3 Attendance/Behavior Sheet	Administration Quarterly
K-5 Educators Student Accessibility & Support	Create structures within the school schedule for the delivery of social, emotional, and academic learning (SEAL) through restorative practices and community circles.		SST GenEd Teachers	September 2020-June 2021	Evidence: Admin and SST observation Artifacts: SEAL lesson plans adapted by members of SST	Administration Quarterly
K-5 Educators Student Accessibility and Support	Provide monthly tier one tangible incentives to children with the high attendance range.		PBIS Chair	September 2020-June 2021	Evidence: Students receiving opportunities for high attendance incentives Artifacts: Students Falling Into High Attendance	Administration Quarterly
K-5 Educators Students Accessibility and Support	Provide monthly incentives to students meeting school wide or individually set attendance goals in the form of Fun Friday		Grade Level Team Leaders PBIS Chair	September 2020-June 2021	Evidence: Example of Fun Friday choice boards available to students	Administration Quarterly

OVERARCHING SCHOOL GOAL: *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

As measured by the MAP Growth assessment, all William Ramsay students will demonstrate enough growth to move between percentile ranges* by June 2021.

					Artifacts: December Fun Friday Choice Board 2nd Grade	

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

ACPS Equity for All 2025 Strategic Plan Goal Areas				
Systemic Alignment	*Instructional Excellence*	*Student Accessibility and Support Strategic*	*Resource Allocation*	*Family and Community Engagement*
Reopening of Schools *☒ Social Emotional Academic Learning (SEAL)* *☒Technology* *☐ Meal Distribution*	*☐Policy Equity Audit*	*☐Renaming of Schools*	*Strategic Plan Implementation* *☒ Action Planning* *☒ Monitoring Metrics*	*Academic Disparities* *☒Talent and Gifted* *☐PreK-2 Literacy* *☒Students With Disabilities (SWD)* *Emotional Disabilities (ED) - Black Students* *☒Hispanic Male Graduation Rates*

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA

English Reading Performance

	2016-2017	2017-2018		2018-2019	
Student Subgroup	All Students – No Growth Model -Pass	Student Pass Rate With Growth Model	Pass	Student Pass Rate With Growth Model	Pass

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

All Students	65	77	63	74	61
Black	66	78	70	76	68
Hispanic	60	74	52	66	51
White	74	88	70	83	68
Students with Disabilities	28	49	28	43	29
Economically Disadvantaged	61	76	58	70	55
English Learners	53	86	22	77	71

STRAND I: TEACHING FOR LEARNING

DOMAIN: English Language Arts

SMART Goal(s):

1. By the end of the 2020-2021 school year, Hammond students will increase the percentage of students who pass or show at least one band of growth on the Spring 2020 ELA SOL exams at 74% to 77%.
2. By the end of the 2020-2021 school year, Hammond students with disabilities will increase the percentage who pass or show at least one band of growth on the Spring 2020 ELA SOL exam at 43% to 46%.
3. By the end of the 2020-2021 school year, Hammond EL students will increase the percentage who pass or show at least one band of growth on the Spring 2020 ELA SOL exam at 77% to 80%.
4. By the end of the 2020-2021 school year, Hispanic Hammond students will increase the percentage who pass or show at least one band of growth on the Spring 2020 ELA SOL exam at 66% to 69%.
5. By the end of the 2020-2021 school the school wide percentage of D's and F's will reduce from 36% to 31% or less.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Lesson plans designed with explicit instruction that involves directly teaching students the content or skill to be learned. Teachers will utilize the text, *Explicit Instruction: Effective and Efficient Teaching Strategies.* Classroom strategies implemented at *AVID Academic Language and Literacy, AVID Reading Strategies, AVID Critical Thinking and Engagement, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Marzano 2001) and *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (Harvey & Goudvis 2007) to include summarizing, focused note taking, marking the text, Socratic seminars, collaborative structures, and inferring the meaning.

Evidence Driving This Essential Action: Evidence driving this action is based upon SOL trend data at the 2016-2017 to 2018-2019 schools years. The data shows that EL, Hispanic students and students with disabilities at FCH have systemically performed below the benchmark. Additionally, monitoring of pacing, curriculum implementation, and differentiation of instruction are necessary to ensure that the needs of these gap groups are met

Plan to Assess Progress: Administrators will review lesson plans weekly and provide feedback where needed utilizing and comparing ACPS pacing guides to monitor fidelity of implementation and pacing.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Focus Area All students in grades 6-8/All teachers Strategic Plan Goal Instructional Excellence	Grade level PLC Lesson Plan Alignment – All lessons plans will follow the format or demonstrate evidence of details below: ● Lessons created demonstrating the use of explicit instruction, collaborative structures, AVID strategies, higher order thinking questions, use of differentiated text, and aligned to ACPS pacing guides ● Special Education Self-Contained and Co-taught Classes - Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities ● EL Co-Taught Lesson plans with evidence of language acquisition and best practices for EL students. ● Incorporation of vocabulary instruction ● Incorporation of reading and writing strategies across the curriculum. ● Lesson plans demonstrating adaptation to the Virtual Plus+ learning environment ● Incorporation of standards-based instruction through distance learning. ● Implementation of small group instruction in the Tier 1 learning environment to support close gaps in knowledge (learning loss). ● Implementation of an instructional coaching cycle to support instructional and lesson plan implementation based on the following focus areas - Data Coach (20%), Instructional Specialist (25%), Curriculum Specialist (25%), and Classroom Supporter (25%)	Newsela Computer Based Intervention Extended Learning Instructional Supplies Special Education Accountability Specialist	Core Content Teachers Electives Teachers PE Teachers Special Education Teachers EL Teachers	September 2020-June 2021	Evidence: Walkthrough observations that demonstrate the implementation with fidelity of weekly lesson plans Walkthrough observations that demonstrate differentiation for Sped and EL Implementation of Tier 1 small group to address learning loss Reduction in the percentage of students earning D's and F's on report cards and interim reports Artifacts: Weekly Lesson plan review with feedback PLC Minutes to demonstrate the planning for instructional groups, identification of missing content, and identification of content connections and progressions	Pierrette Peters (Principal) Kanika Dorsey (Academic Principal) Quanda Fudd (Language Arts Specialist) Rachel Forbes (TAG Coordinator) Shonta Robertson (School Improvement Coordinator) Dominique Jones (ELA Department Chairperson) Frequency – Weekly Data Cycle Implementation Lesson Plans - Weekly Assessment of strategy implementation - Weekly Data Cycle Implementation for Instructional Coach - Data Coach (20%), Instructional Specialist (25%), Curriculum Specialist (25%), and Classroom Supporter (25%)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

2. Essential Action/Research-Based Strategy: Commons assessments developed utilizing question stems utilizing higher order thinking skills.						
Evidence Driving This Essential Action: Virginia SOL Student Detail By Question (SDBQ) Report identified that correctly answered questions by FCH students were low level questions only.						
Plan to Assess Progress: Overall ELA performance will be assessed utilizing MAP testing in Fall, Winter, and Spring. ELA performance will also be formatively assessed utilizing common assessment data beginning in January 2021.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area All students in grades 6-8/All ELA teachers and Sped/ELL Teachers that support ELA instruction Strategic Plan Goal Instructional Excellence	Lesson plan alignment demonstrated through the incorporation of formative and summative assessments to include: ● Common graphic organizers ● Common assessments ● Utilizing sample questions at VDOE and released SOL tests ● Providing activities to reassess standards. ● Utilize the MTSS process to address missing content due to Virtual Learning to include the identification of instructional groups, identification of missing content, and identification of content connections and progressions ● ELA teachers will build a culture of collaboration for data use ● Development and implementation of DEP's to support TAG enrichment	Datawise Online Professional Learning Instructional Supplies Extended Learning	All ELA teachers Quanda Fudd Rachel Forbes	September 2020-June 2021	Evidence: Reduction in the percentage of students earning D/s and F's on report cards and interim reports Artifacts: Data Reflection Tool Formative Assessments Summative Assessments DEP's	Pierrette Peters (Principal) Kanika Dorsey (Academic Principal) Quanda Fudd (Literacy Coach) Rachel Forbes (TAG Coordinator) Shonta Robertson (School Improvement Coordinator) Dominique Jones (ELA Department Chairperson) Frequency - Monthly

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

3. Essential Action/Research-Based Strategy: Implementation of Tier 2 and Tier 3 Interventions for Special Education and EL Students						
Evidence Driving This Essential Action: Evidence driving this action is based upon SOL trend data at the 2016-2017 to 2018-2019 schools years. The data shows that students with disabilities and EL students have systemically performed below the benchmark.						
Plan to Assess Progress: Overall ELA performance will be formatively assessed utilizing MAP testing in Fall, Winter, and Spring.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Grades 6-8 students enrolled in Tier 2 and 3 interventions classes/Tier 2 and 3 Reading and Math Intervention Teachers Strategic Plan Goal Instructional Excellence Student Accessibility and Support	• Implementation and Progress Monitoring of Tier 2 (Read 180) and Tier 3 (Just Words and Flex) Reading Interventions. • Implementation of small group instruction in the Tier 1 learning environment to support close gaps in knowledge (learning loss). • Implementation of a monthly data cycle to assess student progress in Tier 2 and Tier 3 progress monitoring intervention classes.	1 Special Education Accountability Specialist FTE Instructional Supplies Extended Learning	ELA Teachers Special Education Teachers in the Co-taught setting Ms. Starnes Ms. Nelson Mr. McGee Ms. Simmons	September 2020-June 2021	Evidence: Improvement in MAP RIT Scores Artifacts Data analysis at: MAP Data Reading 180 Data Analysis Flex Benchmark Data Flex Progress Monitoring Data Just Words Progress Monitoring Data	Pierrette Peters (Principal) Kanika Dorsey (Academic Principal) Quanda Fudd (Language Arts Specialist) Jacenta Collins (Special Educa Accountability Specialist) Shonta Robertson (School Improvement Coordinator) Dominique Jones (ELA Department Chairperson) Frequency – Monthly

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Focus Area EL Students enrolled in Tier 2 Intervention/EL Teachers Strategic Plan Goal Instructional Excellence Student Accessibility and Support	• Implementation of Tier 2 Interventions for identified EL students • Identification of all long term EL Students • Incorporation of intervention strategies through distance learning with a particular emphasis on writing to support long-term EL students	1 EL Teacher FTE 1 EL Instructional Assistant FTE Instructional Supplies	EL Teachers	September 2020-June 2021	Evidence Improvement in EAP Writing Benchmark Data Improvement in WIDA Access scores for Level 3 students Artifacts Data analysis of: Reading Inventory Benchmark Data MAP Data Reading Inventory Progress Monitoring data EAP Writing Benchmark Data WIDA Access Data	Pierrette Peters (Principal) Kanika Dorsey (Academic Principal) Shonta Robertson (School Improvement Coordinator) Keisha Shirley (ELL Department Chairperson/AVID Teacher) Frequency – Monthly
Focus Area Grade 6/7 AVID Excel Students/AVID Teachers Strategic Plan Goal Instructional Excellence Student Accessibility and Support Family and Community Engagement	• Implementation of AVID Excel for long-term ELL students • Implementation of AVID Excel strategies to support improvement in language acquisition	AVID Summer Professional Learning Instructional Supplies	Keisha Shirley Jodie Peters Lauren Vitello Kanika Dorsey Pierrette Peters	September 2020-June 2021	Evidence Improvement in WIDA Access scores for AVID Excel Students. Artifacts Data analysis of: MAP Data WIDA Access Data	Pierrette Peters (Principal) Kanika Dorsey (Academic Principal) Jodie Peters (AVID District Director) Shonta Robertson (School Improvement Coordinator) Shanel Norwood (AVID Site Coordinator) Frequency – Monthly

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA

Math Performance

	2016-2017	2017-2018		2018-2019	
Student Subgroup	**All Students No Growth Model** Pass	**All Students With Growth Model**	Pass	**All Students With Growth Model**	Pass
All Students	69	78	62	84	68
Black	70	78	66	84	74
Hispanic	61	72	52	79	58
White	78	88	71	88	77
Students with Disabilities	34	48	27	65	38
Economically Disadvantaged	65	76	57	82	64
English Learners	59	88	34	89	42

STRAND I: TEACHING FOR LEARNING

DOMAIN: Mathematics

SMART Goal(s):

1. By the end of the 2020-2021 school year, Hammond students will increase the percentage of students who pass or show at least one band of growth on the Spring 2020 Math SOL exams at 84% to 87%.
2. By the end of the 2020-2021 school year, Hammond students with disabilities will increase the percentage who pass or show at least one band of growth on the Spring 2020 Math SOL exam at 65% to 68%.
3. By the end of the 2020-2021 school the, the school wide percentage of D's and F's will reduce from 36% to 31% or less.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Lesson plans designed with explicit instruction that involves directly teaching students the content or skill to be learned. Teachers will utilize the text, *Explicit Instruction: Effective and Efficient Teaching Strategies.* Classroom strategies implemented at *AVID Academic Language and Literacy, AVID Reading Strategies, AVID Critical Thinking and Engagement, Classroom*

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Marzano 2001) and *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (Harvey & Goudvis 2007) to include summarizing, focused note taking, marking the text, Socratic seminars, collaborative structures, and inferring the meaning.

Evidence Driving This Essential Action: Evidence driving this action is based upon SOL trend data at the 2016-2017to 2018-2019 schools years. The data shows that students with disabilities at FCH have systemically performed below the benchmark.

Plan to Assess Progress: Administrators will review lesson plans weekly and provide feedback where needed utilizing and comparing ACPS pacing guides to monitor fidelity of implementation and pacing.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Grades 6-8 students enrolled in Math Classes/All math teachers and Sped/EI Teachers who support math instruction Strategic Plan Goal Instructional Excellence	Grade level PLC Lesson Plan Alignment – All lessons plans will follow the format or demonstrate evidence of details below: ● Lessons created demonstrating the use of explicit instruction, collaborative structures, AVID strategies, higher order thinking questions, differentiation, and aligned to ACPS pacing guides ● Special Education Self-Contained and Co-taught Classes - Lesson plans with evidence of coteaching models and specialized instruction for students with disabilities ● EL Co-Taught Lesson plans with evidence of language acquisition and best practices for EL students. ● Incorporation of vocabulary instruction ● Incorporation of reading and writing strategies across the curriculum. ● Implementation of small group instruction in the Tier 1 learning environment to support close gaps in knowledge (learning loss).	IXL Computer Based Intervention Special Education Accountability Specialist Extended Learning	All math teacher PLC's	September 2020-June 2021	Evidence: Walkthrough observations that demonstrate the implementation with fidelity of weekly lesson plans Implementation of Tier 1 small group to address learning loss Walkthrough observations that demonstrate differentiation for Sped. Reduction in the percentage of students earning D's and F's on report cards and interim reports Artifacts: Weekly Lesson plan review with feedback PLC Minutes to demonstrate the planning for instructional groups,	Pierrette Peters (Principal) Paul George (Academic Principal) Rachel Forbes (TAG Coordinator) Shonta Robertson (School Improvement Coordinator) Jobelle Cruz (Math Department Chair) Melissa Smith (Math Instructional Coach) Frequency – Weekly Frequency – Weekly Data Cycle Implementation Lesson Plans - Weekly Assessment of strategy implementation - Weekly Data Cycle Implementation for Instructional Coach - Data Coach (20%), Instructional Specialist (25%), Curriculum Specialist (25%), and Classroom Supporter (25%)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

	• Incorporation of standards-based instruction through distance learning • Implementation of an instructional coaching cycle to support instructional and lesson plan implementation based on the following focus areas - Data Coach (20%), Instructional Specialist (25%), Curriculum Specialist (25%), and Classroom Supporter (25%)				identification of missing content, and identification of content connections and progressions	
2. Essential Action/Research-Based Strategy: Commons assessments developed utilizing question stems utilizing higher order thinking skills.						
Evidence Driving This Essential Action: Virginia SOL Student Detail By Question (SDBQ) Report identified that correctly answered questions by FCH students were low level questions only.						
Plan to Assess Progress: Overall Math performance will be assessed utilizing MAP testing in Fall, Winter, and Spring. Math performance will also be assessed utilizing common assessment data beginning in January 2021.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Grades 6-8 students enrolled in Math Classes/All math teachers and Sped/El Teachers who support math instruction	Lesson plan alignment demonstrated through the incorporation of formative and summative assessments to include: • Common graphic organizers • Common assessments • Utilizing sample questions at VDOE and released SOL tests • Providing activities to reassess standards. • Utilize the MTSS process to address missing content due to Virtual Learning	Datawise Online Learning Professional Learning Extended Learning Instructional Supplies	All Math Teacher PLC's	September 2020-June 2021	Evidence: Reduction in the percentage of students earning D's and F's Artifacts: Data Reflection Tool Formative Assessments Summative Assessments DEP's	Pierrette Peters (Principal) Paul George (Academic Principal) Rachel Forbes (TAG Coordinator) Melissa Smith(Mathematics Instructional Coach) Shonta Robertson (School Improvement Coordinator) Jobelle Cruz (Math Department Chair)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Strategic Plan Goal Instructional Excellence	to include the identification of instructional groups, identification of missing content, and identification of content connections and progressions • Math teachers will build a culture of collaboration for data use • Development and implementation of DEP's to support TAG enrichment					Frequency – Monthly/By Unit
3. Essential Action/Research-Based Strategy: Implementation of Tier 2 and Tier 3 Interventions for Special Education and EL Students						
Evidence Driving This Essential Action: Evidence Driving This Essential Action: Evidence driving this action is based upon SOL trend data at the 2016-2017 to 2018-2019 schools years. The data shows that students with disabilities and EL students have systemically performed below the benchmark						
Plan to Assess Progress: Overall Math performance will be assessed utilizing MAP testing in Fall, Winter, and Spring.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Focus Area Grades 6-8 students enrolled in Math Classes/All math teachers and Sped/EI Teachers who support math instruction Strategic Plan Goal Instructional Excellence	• Implementation and Progress Monitoring of Tier 2 and Tier 3 Math Interventions. • Implementation of a monthly data cycle to assess student progress in Tier 2 and Tier 3 progress monitoring intervention classes.	2 Math Intervention Teachers Instructional Supplies Extended Learning	Mrs. Nelson Mrs. Lee Ms. Evans Ms. Hohman	September 2020-June 2021	Evidence: Improvement in MAP RIT Scores Artifacts Data analysis at: Imagine math benchmark Imagine Math Progress monitoring Number Worlds Progress Monitoring WIDA Access Data	Pierrette Peters (Principal) Paul George (Academic Principal) Jacenta Collins (Special Education Accountability Specialist) Melissa Smith (Math Instructional Coach) Shonta Robertson (School Improvement Coordinator) Jobelle Cruz (Math Department Chair) Frequency – Monthly

Systemic Alignment - Instructional Excellence - Student Accessibility and Support ***Strategic Resource Allocation - Family and Community Engagement***

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

RELEVANT SCHOOL PROFILE DATA

Science Performance

Science Performance	2016-2017		2017-2018		2018-2019	
Student Subgroup	Adjusted Pass	Pass	Adjusted Pass Rate	Pass	Adjusted Pass Rate	Pass
All Students	70	61	76	67	71	62
Black		64		70		66
Hispanic		55		60		53
White		68		69		75
Students with Disabilities		33		33		32
Economically Disadvantaged		55		63		56
English Learners		38		24		17

STRAND I: TEACHING FOR LEARNING

DOMAIN: Science

SMART Goal(s):

1. By the end of the 2020-2021 school year, Hammond students will increase the percentage of students who pass the Spring 2020 Science SOL exams at 71% to 74%.
2. By the end of the 2020-2021 school the, the school wide percentage of D's and F's will reduce from 36% to 31% or less.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Lesson plans designed with explicit instruction that involves directly teaching students the content or skill to be learned. Teachers will utilize the text, *Explicit Instruction: Effective and Efficient Teaching Strategies.* Classroom strategies implemented at *AVID Academic Language and Literacy, AVID Reading Strategies, AVID Critical Thinking and Engagement, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Marzano 2001) and *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (Harvey & Goudvis 2007) to include summarizing, focused note taking, marking the text, Socratic seminars, collaborative structures, and inferring the meaning.

Evidence Driving This Essential Action: Unadjusted pass rates for students in all categories is below the VDOE benchmark of 70% for the past three SOL testing years.

Plan to Assess Progress: Administrators will review lesson plans weekly and provide feedback where needed utilizing and comparing ACPS pacing guides to monitor fidelity of implementation and pacing.

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Grades 6-8 students enrolled in Science Classes/All science teachers and Special education instructional assistants who support science Strategic Plan Goal Instructional Excellence	Grade level PLC Lesson Plan Alignment – All lessons plans will follow the format or demonstrate evidence of details below: ● Lessons created demonstrating the use of explicit instruction, collaborative structures, AVID strategies, higher order thinking questions, and aligned to ACPS pacing guides ● Special Education Self-Contained and Co-taught Classes - Lesson plans with evidence of coteaching models and specialized instruction for students with disabilities ● EL Co-Taught Lesson plans with evidence of language acquisition and best practices for EL students. ● Incorporation of vocabulary instruction ● Incorporation of Peer Observations. ● Incorporation of standards-based instruction through distance learning. ● Implementation of small group instruction in the Tier 1 learning environment to support close gaps in knowledge (learning loss)	IXL Computer Based Intervention Extended Learning Instructional Supplies	All science teachers Ms. Chisholm Ms. Strong Ms. Seegars	September 2020-June 2021	Evidence: Embedded PD for Differentiation and Technology Data at Walk-Through Form Task Analysis Implementation of Tier 1 small group to address learning loss Reduction in the percentage of students earning D's and F's Artifacts: Weekly PLC Agenda and Minutes Weekly Lesson Plans with feedback Student Work Samples PLC Agendas and Minutes to demonstrate the planning for instructional groups, identification of missing content, and identification of content connections and progressions	Pierrette Peters (Principal) Anika Buster-Singleton (Academic Principal) Rachel Forbes (TAG Coordinator) Shonta Robertson (School Improvement Coordinator) Danielle Maxwell (Science Department Chairperson) Frequency – Weekly/Monthly
2. Essential Action/Research-Based Strategy: Commons assessments developed utilizing question stems utilizing higher order thinking skills.						
Evidence Driving This Essential Action: Virginia SOL Student Detail By Question (SDBQ) Report identified that correctly answered questions by FCH students were low level questions only.						
Plan to Assess Progress: Overall Science performance will be formatively assessed utilizing common assessment data beginning in January 2021.						

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Grades 6-8 students enrolled in Science Classes/All science teachers and instructional assistants who support science instruction Strategic Plan Goal Instructional Excellence	Lesson plan alignment demonstrated through the incorporation of formative and summative assessments to include: ● Common graphic organizers ● Common assessments ● Utilizing sample questions at VDOE and released SOL tests ● Providing activities to reassess standards. ● Science teachers will build a culture of collaboration for data use ● Utilize the MTSS process to address missing content due to Virtual Learning to include the identification of instructional groups, identification of missing content, and identification of content connections and progressions ● Development and implementation of DEP's to support TAG enrichment	Datawise Online Professional Learning	All Science Teacher PLC's	September 2020-June 2021	Evidence: Reduction in the percentage of students earning D's and F's Artifacts Data Reflection Tool Formative Assessments Summative Assessments Lesson Plans Student Sample Assessments Assessment review with administrative feedback DEP's	Pierrette Peters (Principal) Anika Buster-Singleton (Academic Principal) Rachel Forbes (TAG Coordinator) Shonta Robertson (School Improvement Coordinator) Danielle Maxwell (Science Department Chair) Frequency – Monthly/By Unit

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement
Relevant School Data Profile

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Virtual Plus Attendance By Grade Level	1st Quarter - Number Of Students – Chronic Absence Report	2nd Quarter	3rd Quarter	4th Quarter
6	54			
7	85			
8	64			

DOMAIN: Safe and Orderly Environment

SMART Goal(s):

- By the end of SY20-21, Virtual Plus absenteeism rates will decrease at a schoolwide total of 8% to 3% or less.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Center on Reinventing Public Education – Best Practices For Improving Attendance In The Virtual Environment

Evidence Driving This Essential Action: PowerSchool data analyzed 1st quarter absenteeism rates for all students

Plan to Assess Progress: Students with chronic absenteeism will be monitored on a biweekly and monthly basis through KidTalk and Team meetings

Focus Area [Grade Level/Student Group(s)/Educators] Strategic Plan Goal [i.e. 1.1, 2.3]	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Focus Area Students with 5 or more absences/ Advisory Teachers/School Counselors/ Social Workers. Strategic Plan Goal	The following actions will be implemented: • Assessment, monitoring, and intervention of student attendance rates through Social Worker • Assessment, monitoring, and intervention of student attendance rates through Advisory Teacher • Assessment, monitoring, and intervention of student attendance rates through Kid Talk • Implementation of student attendance intervention through school social worker.	Part-time School Counselor	School Social Workers Advisory Teachers School Counselors	September 2020-June 2021	Evidence Improved absenteeism rate Artifacts Social Worker Data Reports PowerSchool Report Kid Talk Agendas Kid Talk Minutes	Pierrette Peters (Principal) Michael Diggins (Dean of Students) Anika Buster Singleton (Academic Principal Kanika Dorsey (Academic Principal) Paul George (Academic Principal Anika Buster-Singleton (Academic Principal) Denee Scott-Elliott (Director of School Counseling) Shonta Robertson (School Improvement Coordinator)

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OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Systematic Alignment Student Accessibility and Support Family and Community Engagement						Tenicka Strown (Dean of Students) School Counseling Team Grade Level Team Leaders Ebony Neptune David Wynne Frequency – Weekly
2. Essential Action/Research-Based Strategy: Social And Emotional Learning (SEAL)						
Evidence Driving This Essential Action: The threat of COVID-19, long-term social distancing, and prolonged disruption to the school and home routines may create significant stress and impact children and families' mental well-being.						
Plan to Assess Progress: Implementation of SEAL Lesson and Block 8 activities by advisory teachers and teams on a weekly basis.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area All Grades 6-8 Students/All School Staff. Strategic Plan Goal Systematic Alignment Student Accessibility and Support Family and Community	• Incorporation of Admiral Pride Ruler Time through Advisory to foster social and emotional learning. • Incorporation of Admiral Pride (PBIS) through the implementation of school-wide restorative practices and community circles during advisory. • Incorporation of Admiral Pride/PBIS through distance learning to support students in appropriate behavior (Team Based Activities, Block 8, etc.)	Part-Time School Counselor	Nicole Bonds Denee Scott-Elliott-Elliott	September 2020-June 2021	Evidence Teacher observations evidencing implementation of advisory lessons and block 8 activities Artifacts SEAL Lesson Plans Professional learning agenda Professional learning presentation materials Teacher Observations evidencing implementation of professional learning	Pierrette Peters (Principal) Michael Diggins (Dean of Students) Anika Buster Singleton (Academic Principal Kanika Dorsey (Academic Principal) Paul George (Academic Principal Anika Buster-Singleton (Academic Principal) Denee Scott-Elliott (Director of School Counseling) Shonta Robertson (School Improvement Coordinator) Tenicka Strown (Dean of Students)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Engagement						School Counseling Team Grade Level Team Leaders Frequency – Weekly

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement
Relevant School Data Profile

Quarter 1 Grade Distribution	A	B	C	D	F	I
FCH	36%	17%	13%	9%	22%	3%

DOMAIN: Safe and Orderly Environment

SMART Goal(s):

- By the end of SY20-21, the percentage of 1st quarter D's and F's will decrease from a schoolwide total of 31% to 21% or less.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Center on Reinventing Public Education – Best Practices For Improving Attendance In The Virtual Environment

Evidence Driving This Essential Action: PowerSchool data analyzed 1st quarter absenteeism rates for all students

Plan to Assess Progress: Students with chronic absenteeism will be monitored on a biweekly and monthly basis through KidTalk and Team meetings

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area Students with D's, F's, and Incompletes.	The following actions will be implemented: • Data Analysis - Monthly - D/F and Attendance data is reviewed through Admin Meetings and School Leadership Meetings.		All FCH Instructional Staff	September 2020-June 2021	Evidence Quarterly Improvement Of D/F List Artifacts Team Meeting Minutes PowerSchool Report	Pierrette Peters (Principal) Michael Diggins (Dean of Students) Anika Buster Singleton (Academic Principal Kanika Dorsey (Academic Principal)

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OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Strategic Plan Goal Systematic Alignment Student Accessibility and Support Family and Community Engagement Instructional Excellence	• Weekly -Kid Talk with Teams and Team Meetings. • SST as next level of Intervention after Kid Talk. • Teacher Monitoring and Communication of D's and F's. • Parent Communication regarding grades and attendance by teacher and team (Email and phone call communication). • Social worker and administrative assistant monitoring of attendance and follow-up. • Staff attendance in Powerschool				Kid Talk Agendas Kid Talk Minutes	Paul George (Academic Principal Anika Buster-Singleton (Academic Principal) Denee Scott-Elliott (Director of School Counseling) Shonta Robertson (School Improvement Coordinator) Tenicka Strown (Dean of Students) School Counseling Team Grade Level Team Leaders Ebony Neptune David Wynne Frequency – Weekly

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement
DOMAIN: Commitment To Professional Learning
SMART Goal(s): • **By the end of the 2019-2020, 100% of Hammond staff will attend assigned professional development for their specific job type.**
ACTION PLAN
1. Essential Action/Research-Based Strategy: Implementation of Professional Learning to support instructional goals and data literacy

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Evidence Driving This Essential Action: Based upon the DataWise Rubric, FCH is in the initiating stage of organization for collaborative work staff. In addition, to foster the improvement of instruction and virtual learning, professional learning will be provided to staff.						
Plan to Assess Progress: Implementation of professional learning strategies in PLC's and lesson plans on a weekly basis.						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area All staff Strategic Plan Goal Instructional Excellence Systematic Alignment Student Accessibility and Support	Implementation of professional learning to support the school based area of focus to include: ● Collaborative Structures ● Explicit Instruction ● Small Group Instruction ● Data Analysis – Organization For Collaborative Work and Building Data Literacy ● AVID Instructional Strategies ● Best Practices In Engaging Families In a Virtual Environment ● Social and Emotional Learning ● Restorative Practices ● Best Practices for implementing and engaging virtual learning ● Best Practices for engaging parents in the virtual environment	DataWise Online Training Instructional Supplies	Implementation of Professional Learning - All staff Development and Execution of Professional Learning – FCH Admin Team Lauren Vitello (Kagan Coach/AVID Teacher) Jonathan Brandli (Kagan Coach) Shanel Norwood (AVID Site Team Coordinator) School Counseling Team Grade Level Team Leaders Diana Carvajal Nicole Bonds Marvin Claude	September 2020-June 2021	Evidence: Teacher Observations evidencing implementation of professional learning Artifacts: Professional learning agenda Professional learning presentation materials PLMS Attendance Report Professional Learning Feedback Survey	Pierrette Peters (Principal) Anika Buster Singleton (Academic Principal Kanika Dorsey (Academic Principal) Paul George (Academic Principal Anika Buster-Singleton (Academic Principal) Shonta Robertson (School Improvement Coordinator) Quanda Fudd – Literacy Coach Melissa Smith – Math Instructional Coach Frequency – Monthly

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

			Frequency – Monthly			

STRAND II: SCHOOL ENVIRONMENT						
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement						
DOMAIN: Family and Community Engagement						
SMART Goal(s): By the end of SY20-21, parent satisfaction regarding communication of opportunities to be involved in school will increase at 70%.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Harvard University Family Engagement In Education						
Evidence Driving This Essential Action: 2019 FCH Parent Satisfaction Survey						
Plan to Assess Progress: Monthly review of parental participation in virtual school activities						
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Title I, Part A Budget Implications (if applicable)**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Focus Area All staff Strategic Plan Goal	Increase parent communication of information about school events and activities in the 5 common languages (English, Spanish, Dari, Arabic, Amharic) to include: ● Phone Logs Designated By Phone calls/Email/Positive Electronic Post Card ● Letters	Postage for Parent Mailings Signup Genius School Improvement Coordinator	Pierrette Peters Shonta Robertson Madelyn Giblin Diana Carvajal Michael Diggins Anika Buster Singleton	September 2020-June 2021	Evidence Increased parental participation at Virtual Meetings Artifacts Staff Phone logs Sample Letters	Pierrette Peters (Principal) Shonta Robertson (School Improvement Coordinator) Diana Carvajal (Bilingual Parent Liaison) Madelyn Giblin (Communities In Schools Coordinator)

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived at the CNA.

OVERARCHING SCHOOL GOAL: By end of the 2020-2021 school year, FCH will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of SOL performance and a reduction in absenteeism and course failures.

Instructional Excellence Systematic Alignment Student Accessibility and Support	• School Newsletter • Social Media • PTA • Instructional/Electives Fair • Parent/Student Phone Calls during distance learning • Parent Compact – Parent Involvement Policy	Communities in Schools Link Club Parent Engagement Coordinator	Kanika Dorsey Paul George Anika Buster-Singleton Denee Scott-Elliott Tai Turner Kate Barrozo Wendy Alfaro Team Leaders All instructional staff		School Newsletters Social Media Posts Log of parent participation count	Frequency - Monthly
Focus Area All staff Strategic Plan Goal Instructional Excellence Systematic Alignment Student Accessibility and Support	Foster a collaborative culture for parent involvement through: • Parental input on the development of the parent involvement policy • Parent participation on the School Leadership Team • Parental input on the revised FCH mission and vision statement • PTA Meetings • Parent Coffees • English Classes for Parents Who Are Second Language Learners	Online Parent ELL Teacher Communities In Schools Supplies for parent meetings	Pierrette Peters Shonta Robertson Madelyn Giblin Diana Carvajal Michael Diggins Anika Buster Singleton Kanika Dorsey Paul George Anika Buster-Singleton Denee Scott-Elliott Tai Turner Kate Barrozo Wendy Alfaro		Evidence Increased parental participation on the development of the parental policy and revised FCH Mission and Vision Artifacts Parent Compact SLT Agendas Mission and Vision Statement Input	Pierrette Peters (Principal) Shonta Robertson (School Improvement Coordinator) Diana Carvajal (Bilingual Parent Liaison) Madelyn Giblin (Communities In Schools Coordinator) Frequency – Monthly

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools ☐ ***Social Emotional Academic Learning (SEAL)***	***Academic Disparities*** ☐ ***Talent and Gifted*** ☐ ***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*** ☐ ***Hispanic Male Graduation Rates***

RELEVANT SCHOOL PROFILE DATA

The data below is Unadjusted - In calculating accreditation ratings, No allowances were made for certain transfer students, students who speak little or no English and students who pass retakes of tests after receiving remedial instruction. These allowances result in adjusted pass rates which are used to determine accreditation ratings. We choose to use unadjusted data to best illustrate how ALL students are performing.

All Students Math 3 Year AVG 71% Proficient	All Students ELA 3 Year AVG 74% Proficient	All Students Science 3 Year AVG 68 % Proficient
Black Students Math 3 Year AVG 54% Proficient	Black Students ELA 3 Year AVG 61% Proficient	Black Students Science 3 Year AVG 47% Proficient
Hispanic Students Math 3 Year AVG 49% Proficient	Hispanic Students ELA 3 Year AVG 50% Proficient	Hispanic Science Math 3 Year AVG 51% Proficient
Students Receiving Specialized Services Math 3 year AVG 33% Proficient	Students Receiving Specialized Services ELA 3 year AVG 37% Proficient	Students Receiving Specialized Services Math 3 year AVG 33% Proficient
EL Students Math 3 Year AVG 49% Proficient 31% Proficient	EL Students ELA 3 Year AVG 23% Proficient	EL Students Math 3 Year AVG 12% Proficient

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

RELEVANT SCHOOL PROFILE DATA Mathematics 3 Year Trend Analysis			
Student Sub Group	2016 -2017	2017 - 2018	2018 -2019
All Students	71	67	75
Black Students	59	49	62
Hispanic Students	48	43	57
White Students	93	90	94
Students with Disabilities	28	29	43
English Learners	43	20	30

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

STRAND I: TEACHING FOR LEARNING					
DOMAIN: MATH; Sub Group Student Achievement (The data below represents unadjusted VDOE pass rates)					
SMART Goal(s): 1. By the end of the 2020-2021 school year, GW students will increase the percentage of students who pass the Spring 2019 Math SOL exam from 75% to 78%. 2. By the end of the 2020-2021 school year, GW Gap Group 2 students, (African American students) will increase the percentage of students who pass the Spring 2019 Math SOL exam from 62% to 65%. 3. By the end of the 2020-2021 school year, GW Gap Group 3 students, (Hispanic students) will increase the percentage of students who pass the Spring 2019 Math SOL exam from 57% to 60%. 4. By the end of the 2020-2021 school year, GW students with disabilities will increase the percentage who pass the Spring 2019 Math SOL exam from 43% to 46%. 5. By the end of the 2020-2021 school year, GW English Language Learners will increase the percentage who pass the Spring 2019 Math SOL exam from 30% to 33%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Restructure common summative assessments from end of unit assessments to weekly standard-based assessments in order to streamline instructional platforms (transitioning from Schoolnet to Canvas) and analyze short term trends found in the data to implement re-teaching and remediation plans to targeted groups of student who have not demonstrated proficiency.					
Evidence Driving This Essential Action: The need to streamline instructional platforms used to assess and monitor academic achievement for virtual/online learning to monitor sub group performance					
Plan to Assess Progress: Progress will be assessed by a review of reteaching/remediation plans and student outcomes as well as a review of instructional strategies used to re-teach after a common summative assessment is given and this occurs weekly.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All Math Teachers	• Develop common summative assessments to be used to assess student mastery	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Common Summative Assessments • Lesson Plans • Data to Inform • Canvas Reports	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
All students in grades 6-8/All Math Teachers	• Use Costa/Bloom Level and VDOE Framework to ensure medium and higher level questions are included in summative assessments	All teachers in PLC Donita Muse Colleen McEnearney	September 2020 – June 2021	• Common Summative Assessments • Lesson Plans	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

		Jeanette Vinson		• Data to Inform • Canvas Reports	Colleen McEnearney, Math Department Chair
All students in grades 6-8/All Math Teachers	• Summative assessments will be used in order to provide necessary re-teaching, remediation and reassessment	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Common Summative Assessments • Lesson Plans • Data to Inform • Canvas Reports	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
2. Essential Action/Research-Based Strategy: Detailed lesson plans will have a focus on Curriculum Essential Knowledge and Skills and researched based school-wide initiatives that impact academic achievement for all students to include Kagan, AVID and GLAD Strategies, Specially Designed Instruction and Differentiation of Instructional techniques.					
Evidence Driving This Essential Action: School-based informal and formal observation data, end of unit summative assessment data, historical feedback on district walk-throughs.					
Plan to Assess Progress: Progress will be assessed through weekly lesson plan feedback provided by the content administrator through Canvas. Lesson plan look-fors includes the use of AVID, Kagan, GLAD, Specially Designed Instruction and Differentiation techniques as well as targeted intervention/remediation/supports for small groups of students based on formative assessment data to support sub group performance.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All teachers	• All weekly lesson plans include a learning target that is aligned with VDOE essential knowledge and skills, evidence of differentiation, specially designed instruction techniques and/or GLAD strategies and a WIKOR strategy ('C' in WICOR was changed to 'K' to include Kagan)	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Formal/Informal observations • Lesson Plan Template • Canvas Feedback	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
All students in grades 6-8/All teachers	• Gen ED teachers in collaboration with special education and EL co-teachers develop realistic lessons with deliberate formative assessments provided throughout class to determine student comprehension of standards.	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Formal/Informal observations • Lesson Plan Template • Canvas Feedback	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair

Student Improvement Plans

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All teachers	• Teachers will revisit or revise lesson plans submitted through Canvas based on Academic Principals' feedback	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Formal/Informal observations • Lesson Plan Template • Canvas Feedback	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
3. Essential Action/Research-Based Strategy: Revise current data to inform (DTI) template to yield data captured from Canvas assessments in efforts to analyze data, provide targeted re-teaching, remediation and intervention plans within professional learning communities (PLCs). To review summative assessment results and use research based protocol (Here's What, So What?, Now What?) to facilitate data conversations that will give students opportunities to retake assessments and allow teachers to develop reteaching/ interventions to targeted groups. based on the data analysis.					
Evidence Driving This Essential Action: Assessment platform obsolete (schoolnet), desired improvement for all students on common summative assessments and disparity in performance between White students and sub groups to address the achievement gap.					
Plan to Assess Progress: Progress will be assessed by assessment results being entered into the DTI form prior to data conversations being held, a review of PLC notes, the PLC re-teaching and remediation plan developed as a result of data conversations, and by maintaining a standards-based data warehouse per grade level. This information will be reviewed to support interventions following common assessments.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All teachers	• Use summative assessment data to differentiate instruction in content (ie., utilizing manipulatives), process (ie., factoring through grouping/box method, focus note-taking) or product (ie., tiered student assignments)	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Completed Data to Inform spreadsheet • Completed Here's What, So What, Now What Protocol • SchoolNet • Canvas • Student Work Samples • Teacher Reflections	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All teachers	• Use formative data analysis through student work samples (ie., entrance/exit tickets, quick writes, quizzes, etc.) to inform daily instruction	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Completed Data to Inform spreadsheet • Completed Here's What, So What, Now What Protocol • SchoolNet • Canvas • Student Work Samples • Teacher Reflections	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
All students in grades 6-8/All teachers	• Analyze summative assessment data utilizing the Data to Inform spreadsheet and the Here's What, So What, Now What protocol to assess student performance and plans for reassessment, re-teaching, and/or acceleration	All teachers in PLC Donita Muse Colleen McEnearney Jeanette Vinson	September 2020 – June 2021	• Completed Data to Inform spreadsheet • Completed Here's What, So What, Now What Protocol • SchoolNet • Canvas • Student Work Samples • Teacher Reflections	Jesse Mazur, Principal Jeanette Vinson, Academic Principal Donita Muse Math Coach Colleen McEnearney, Math Department Chair
4. Essential Action/Research-Based Strategy: Through Tier 3 intervention programs, students receiving specialized services will be placed in the Number Worlds Program. Student growth will be monitored monthly to assess the effectiveness of the intervention.					
Evidence Driving This Essential Action: IEP Educational Achievement data, Historical SOL data, MAP scores, and common assessment data indicate students in these courses are at least two grade levels below necessitating the placement of the student in a tier III intervention					
Plan to Assess Progress: Quarterly progress monitoring meetings with Tier 3 teachers and instructional specialists, monthly progress monitoring PLC with all intervention teachers, instructional specialists, and academic principals to assess progress, placement, and implementation of the program.					

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All teachers	• Identify special education students who require Tier 3 interventions in math	Angela Snead-Number Worlds Teacher Snezana Buzesan-Special Education Lead Teacher Paula Schnaufer-Instructional Specialist	September 2020 – June 2021	• Benchmark assessments imbedded in the programs • Monthly updates on student progress measured against objectives of the program • Student grade is aligned with IEP goals	Jesse Mazur, Principal Jeanette Vinson 6th grade Academic Principal Snezana Buzesan, Special Education Lead Teacher
All students in grades 6-8/All teachers	• Place students in appropriate intervention classes based on IEP services, interim/report cards progress, SOL historical performance, and MAP assessment results.	Angela Snead-Number Worlds Teacher Snezana Buzesan-Special Education Lead Teacher Paula Schnaufer-Instructional Specialist	September 2020 – June 2021	• Benchmark assessments imbedded in the programs • Monthly updates on student progress measured against objectives of the program • Student grade is aligned with IEP goals	Jesse Mazur, Principal Jeanette Vinson 6th grade Academic Principal Snezana Buzesan, Special Education Lead Teacher
All students in grades 6-8/All teachers	• Ensure that staff is trained to administer the program with fidelity by following Number Worlds fidelity checklist	Angela Snead-Number Worlds Teacher Snezana Buzesan-Special Education Lead Teacher Paula Schnaufer-Instructional Specialist	September 2020 – June 2021	• Benchmark assessments imbedded in the programs • Monthly updates on student progress measured against objectives of the program • Student grade is aligned with IEP goals	Jesse Mazur, Principal Jeanette Vinson 6th grade Academic Principal Snezana Buzesan, Special Education Lead Teacher

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All teachers	• Monitor student progress based on program objectives monthly through collaborative Tier 3 cross-curricular PLC dialogue.	Angela Snead- Number Worlds Teacher Snezana Buzesan- Special Education Lead Teacher Paula Schnaufer- Instructional Specialist	September 2020 – June 2021	• Benchmark assessments imbedded in the programs • Monthly updates on student progress measured against objectives of the program • Student grade is aligned with IEP goals	Jesse Mazur, Principal Jeanette Vinson 6th grade Academic Principal Snezana Buzesan, Special Education Lead Teacher

RELEVANT SCHOOL PROFILE DATA

English Language Arts 3 Year Trend Analysis

	2016 -2017	2017 - 2018	2018 -2019
Student Sub Group			
All Students	74	74	73
Black Students	57	62	64

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Hispanic Students	51	48	51
White Students	96	96	94
Students with Disabilities	32	37	41
English Learners	42	12	15

STRAND I: TEACHING FOR LEARNING

DOMAIN: English Language Arts

SMART Goal(s):

1. By the end of the 2020-2021 school year, GW students will increase the percentage of students who pass the Spring 2019 Reading SOL exam from 73% to 76%.
2. By the end of the 2020-2021 school year, GW Sub Group 2 students (African American students) will increase the percentage of students who pass the Spring 2019 Reading SOL exam from 64% to 67%.
3. By the end of the 2020-2021 school year, GW Sub Group 3 students (Hispanic students) will increase the percentage of students who pass the Spring 2019 Reading SOL exam from 51% to 54%.
4. By the end of the 2020-2021 school year, GW students with disabilities will increase the percentage who pass the Spring 2019 Reading SOL exam from 41% to 44%.
5. By the end of the 2020-2021 school year, GW English Language Learners will increase the percentage who pass the Spring 2019 Reading SOL exam from 15% to 18%.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Reimagine Writer's Workshop and writing composition instruction with an instructional focus on teaching the features of the three domains of writing (i.e, composing, written expression, usage/mechanics) in formal and informal writing to develop students who demonstrate control in each domain in alignment with the VDOE writing scoring rubric and checklist in order to increase writing SOL scores and writing performance across the curriculum.

Evidence Driving This Essential Action: Classroom assessment of student writing and historical writing SOL data show disparities in writing achievement between White students and Sub Groups 2, 3, SWD, and EL students.

Plan to Assess Progress: Progress will be monitored through PLC dialogue and discussions on fidelity of "essential action" implementation. Student work samples will be reviewed and analyzed regularly using the VDOE writing scoring rubric and checklist. Quarterly inter-rater reliability PLC exercises will be utilized in analysis to ensure shared goals for providing student feedback and increasing student writing achievement.

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All ELA teachers	• Utilize the essentials of Writer's Workshop	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Implement regular informal and formal writing activities in class, including responses to texts with reflection and analysis	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Instruct students in the features of the three domains of writing (composing, written expression, usage and mechanics), utilizing VDOE scoring rubrics and checklists regularly	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Utilize teacher conferences and feedback, as well as peer editing strategies, in order to increase student writing performance	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

				• Classroom observations with feedback • Formal and Informal Writing Samples	Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Unlock writing prompts through the use of scaffolding, exemplars and editing activities	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Use relevant Springboard materials in areas in which they both support the anchor standards and advance student learning	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Collaborate with the social studies department to best ensure the construction of multi-paragraph essays that are not prescriptive in length or formulaic writing (i.e., five paragraphs), yet effectively incorporate elements of the DBQ protocols for alignment in vocabulary and purpose	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans/template with feedback • Instructional materials • Classroom observations with feedback • Formal and Informal Writing Samples	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
2. Essential Action/Research-Based Strategy: Strengthen student reading comprehension skills through the use of high-yield reading instructional practices, including strategic vocabulary instruction and active reading strategies, with a variety of genres of texts, including texts genres described in the VDOE Curriculum Framework and test blueprints in order to ensure alignment with the 2017 reading SOL standards and increased reading achievement and performance on the reading SOL.					

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Evidence Driving This Essential Action: PLC common summative reading assessment data and historical reading SOL data show inconsistencies in reading achievement and disparities in reading performance between White students and Sub Groups 2, 3, SWD, and EL students.

Plan to Assess Progress: Progress will be assessed through weekly lesson plan submission and review, informal and formal classroom observations, joint walkthroughs, and regular feedback on instructional delivery, with an emphasis on the use of the learning target protocol include clear learning targets that are supported by high yield instructional strategies and include active reading strategies and opportunities for vocabulary acquisition that improve reading proficiency and mastery of unit objectives as outlined in the standards-based unit plans.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All ELA teachers	• Regularly use strategic vocabulary instruction centered on word acquisition activities, such as determining parts of speech, common roots and affixes, context clues, and syntax, and build Tier II vocabulary knowledge	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans with feedback • Classroom observations with feedback • Common formative and summative assessment results • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Utilize Marzano's 5 high yield instructional vocabulary strategies, including building background knowledge, creating and discussing a definition for key vocabulary terms, creating an illustration or non-linguistic symbol for key vocabulary terms, and engaging in word study and word play	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans with feedback • Classroom observations with feedback • Common formative and summative assessment results • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Use active reading strategies to support student comprehension, including making inferences and connections, determining main idea and summarizing, and identifying cause and effect relationships	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plans with feedback • Classroom observations with feedback	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

				• Common formative and summative assessment results • SchoolNet Reports	

3. Essential Action/Research-Based Strategy: Engage in purposeful, standards-based, backwards design unit planning that includes clear unit objectives, measurable learning targets, desired student outcomes, and rigorous assessments that are aligned with the 2017 reading standards in order to improve student reading achievement on end-of-unit common reading assessments and the reading SOL. Utilize the *Here's What! So What? Now What?* (adapted for enhanced teacher reflection) PLC protocol for data analysis and teacher reflection in order to determine next steps for instruction in targeted intervention, extension, and enrichment for students who do and do not achieve mastery of the unit objectives.

Evidence Driving This Essential Action: PLC common summative reading assessment data and historical reading SOL data show inconsistencies in reading achievement and disparities in reading performance between White students and Sub Groups 2, 3, SWD, and EL students.

Plan to Assess Progress: Progress will be assessed through PLC end-of-unit summative assessment question review for rigor and difficulty level and PLCs will make test performance predictions before the assessment. PLCs will input common assessment data into the grade level DTI spreadsheet for data dialogue and analysis using the *Here's What! So What? Now What?* protocol (adapted) following each summative assessment to plan next steps in instruction for students who meet and do not meet the unit objectives through reflective lesson planning, reteaching, intervention, extension, and enrichment.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All students in grades 6-8/All ELA teachers	• Continue the implementation of PLC Unit Planning to ensure a shared understanding of and alignment with the 2017 ELA standards, and sequence the standards based on VDOE Framework and logic to create a trajectory of learning	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plan template • Unit planning artifacts • Classroom observations with feedback • DTI Spreadsheet with common summative assessment results • Completed data analysis protocol document • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All ELA teachers	• Include grade level texts and medium to higher-level assessment questions on common formative and end-of-unit summative assessments using Bloom's Taxonomy/Costa to ensure rigor, alignment with 2017 Test Blueprints, and opportunity for SOL performance predictions	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plan template • Unit planning artifacts • Classroom observations with feedback • DTI Spreadsheet with common summative assessment results • Completed data analysis protocol document • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Continue ongoing implementation of and analysis of a PLC common formative and summative assessment of appropriate length in the virtual setting for each unit to determine areas of strength and growth, areas for reteaching and enrichment, areas for standards-alignment refinement, and GAP group proficiency level identification	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plan template • Unit planning artifacts • Classroom observations with feedback • DTI Spreadsheet with common summative assessment results • Completed data analysis protocol document • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
All students in grades 6-8/All ELA teachers	• Develop rigorous weekly lesson plans that include clear learning targets that align with the week's/unit's standards, and offer differentiation that will be supported with high yielding co-teaching models and instructional strategies	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plan template • Unit planning artifacts • Classroom observations with feedback • DTI Spreadsheet with common summative assessment results	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

				• Completed data analysis protocol document • SchoolNet Reports	
All students in grades 6-8/All ELA teachers	• Utilize WIKOR strategies and GLAD strategies in lesson planning and instruction to build academic language, content knowledge, student engagement, and student outcomes	All Teachers in PLC Aisha Ortiz Veronica Blunt Thomas Gaffney	September 2020 – June 2021	• Lesson plan template • Unit planning artifacts • Classroom observations with feedback • DTI Spreadsheet with common summative assessment results • Completed data analysis protocol document • SchoolNet Reports	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Veronica Blunt, Instructional Literacy Coach Thomas Gaffney, ELA Department Chair
4. Essential Action/Research-Based Strategy: Students receiving specialized services whose reading needs (as described in their IEPs and informed by multiple data points) must be supported or provided through Tier 3 intervention programs, will be appropriately placed in the FLEX and Just Words programs. Student growth will be monitored monthly to assess the effectiveness of the intervention.					
Evidence Driving This Essential Action: Multiple data points, including IEP educational achievement data, historical reading SOL data, Lexile scores, MAP scores, classroom observations, and common unit assessments indicate that students in these courses are at least two grade levels below, thereby requiring such placement.					
Plan to Assess Progress: Quarterly progress monitoring meetings with Tier 3 teachers and instructional specialists, monthly progress monitoring PLC with all intervention teachers, instructional specialists and academic principals.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All grades 6-8 students with Tier 3 reading intervention/Flex & Just Words teachers	• Identify special education students who require Tier 3 interventions in FLEX and Just Words	FLEX teachers: Jared Williams Elicia Gray Just Words teacher:	September 2020 – June 2021	• Growth on benchmark assessments embedded in the programs	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Snezana Buzesan, Special Education Lead Teacher

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

		Joseph Gillespie Instructional Specialist: Paul Schnaufer		• Monthly documentation of student progress measured against the objectives of the program on Tier 3 data spreadsheet • Quarterly meeting minutes from meeting with instructional specialist • Student grades and alignment with IEP goals	
All grades 6-8 students with Tier 3 reading intervention/Flex & Just Words teachers	• Place students in appropriate intervention classes based on IEP services, SOL historical performance, and Lexile	FLEX teachers: Jared Williams Elicia Gray Just Words teacher: Joseph Gillespie Instructional Specialist: Paul Schnaufer	September 2020 – June 2021	• Growth on benchmark assessments embedded in the programs • Monthly documentation of student progress measured against the objectives of the program on Tier 3 data spreadsheet • Quarterly meeting minutes from meeting with instructional specialist	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Snezana Buzesan, Special Education Lead Teacher

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

				• Student grades and alignment with IEP goals	
All grades 6-8 students with Tier 3 reading intervention/Flex & Just Words teachers	• Ensure that staff is trained to administer the program with fidelity by following FLEX fidelity checklist	FLEX teachers: Jared Williams Elicia Gray Just Words teacher: Joseph Gillespie Instructional Specialist: Paul Schnaufer	September 2020 – June 2021	• Growth on benchmark assessments embedded in the programs • Monthly documentation of student progress measured against the objectives of the program on Tier 3 data spreadsheet • Quarterly meeting minutes from meeting with instructional specialist • Student grades and alignment with IEP goals	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Snezana Buzesan, Special Education Lead Teacher
All grades 6-8 students with Tier 3 reading intervention/Flex & Just Words teachers	• Monitor student progress based on program objectives through monthly collaborative Tier 3 committee dialogue and discussions	FLEX teachers: Jared Williams Elicia Gray Just Words teacher: Joseph Gillespie Instructional Specialist: Paul Schnaufer	September 2020 – June 2021	• Growth on benchmark assessments embedded in the programs • Monthly documentation of student progress measured against the	Jesse Mazur, Principal Aisha Ortiz, 7th Grade/ELA Academic Principal Snezana Buzesan, Special Education Lead Teacher

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

				objectives of the program on Tier 3 data spreadsheet • Quarterly meeting minutes from meeting with instructional specialist • Student grades and alignment with IEP goals	

RELEVANT SCHOOL PROFILE DATA Science 3 Year Trend Analysis			
	2016 -2017	2017 - 2018	2018 -2019
Student Sub Group			
All Students	68	70	67
Black Students	44	48	48
Hispanic Students	48	42	41

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

White Students	97	92	91
Students with Disabilities	31	23	35
English Learners	24	7	6

STRAND I: TEACHING FOR LEARNING

DOMAIN: Science; Gap Group Student Achievement

SMART Goal(s):

1. By the end of the 2020-2021 school year, GW students will increase the percentage of students who pass the Spring 2019 Science SOL exam from 67% to 70%.
2. By the end of the 2020-2021 school year, GW Gap Group 2 students, (African American students) will increase the percentage of students who pass the Spring 2019 Science SOL exam from 48% to 51%.
3. By the end of the 2020-2021 school year, GW Gap Group 3 students, (Hispanic students) will increase the percentage of students who pass the Spring 2019 Science SOL exam from 41% to 44%.
4. By the end of the 2020-2021 school year, GW students with disabilities will increase the percentage of students who pass the Spring 2019 Science SOL exam from 35% to 38%.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Utilizing common assessments with the explicit intention of increasing student exposure to medium and higher level SOL questions. Using a data analysis protocol called Collaborative Inquiry we will identify most missed questions, engage in the protocol to develop a root cause and create small groups based on the data to provide additional targeted enrichment.

Evidence Driving This Essential Action: Common Summative Assessments, Previous SOL SDBQ data, VDOE sample assessment items, with a focus on Sub groups, specifically Black, Hispanic, Sped and EL learners.

Plan to Assess Progress: After the completion of all common summative assessments, the data will be analyzed in PLC using Collaborative Inquiry and students who did not meet proficiency status will be reassessed.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
8th grade students/8th grade science	• Create and/or modify existing grade level science common assessments to include more questions based on Costa/Bloom Level to	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

teachers/1.1, 1.2, 1.3, 1.4	expose students to high and medium level questions			• Review material • Summative assessment results	Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• Ensure common assessments are assessing the taught curriculum	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• Teacher use of common assessment data to inform instruction and provide additional support to students	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• Supports include spiral reviews, progress monitoring, after school and/or lunch science support	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• Administering common assessments in TestNav in order to drill down and/or analyze gap group student performance	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
2. Essential Action/Research-Based Strategy: Unit and Lesson Planning - Intentionality in Instructional Planning to provide differentiation and tiered instruction based on data from previous assessments and SOL SDBQ results.					
Evidence Driving This Essential Action: School-wide focus on framing the learning, the use of Kagan, AVID and Glad Strategies, and collaborative planning in order to frame the learning and connect new learning to previous learning, using collaborative structures to generate formative information and frequent use of exit tickets and other measures to inform instruction.					

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Plan to Assess Progress: Lesson plan feedback will occur in PLC on a weekly basis. A checklist will be used to identify the standards, the formative assessment, instructional adjustments based on formative instruction, cooperative practices and language acquisition strategies to support EL and Sped learners. Also the checklist will include evidence of KAGAN, AVID and GLAD to support cooperative learning, formative assessments, and language acquisition strategies.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	Core Content PLC Lesson Planning: All lessons plans will follow the same format and the Learning Target Protocol will align to the cognitive demand of the standard. • Collaborate with math department to ensure that the use of common language and problem solving strategies are aligned with the science curriculum to support students' math knowledge	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Lesson Plans • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• All weekly lesson plans include a learning target that is aligned with VDOE essential knowledge and skills, evidence of differentiation, specially designed instruction techniques and/or GLAD strategies and a WIKOR strategy ('C' in WICOR was changed to 'K' to include Kagan)	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Lesson Plans • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair
8th grade students/8th grade science teachers/1.1, 1.2, 1.3, 1.4	• Data analysis evident resulting in re-teaching of standards	All teachers in PLC Diller Mathews	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Lesson Plans • Review material • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Utilize GLAD strategies such as graphic organizers, process grids, anchor charts, and content cognitive dictionary.	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff
All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Utilize Kagan structures to support dialogue and engagement around science concepts and strategies for solving science problems.	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff
All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Use of target science vocabulary using AVID strategies such as marking the text in order to interpret the language and task within the problem	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff
All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Weekly experimentation and/or simulation to engage the learner, encourage inquiry, and practice data collection	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff

OVERARCHING SCHOOL GOAL:

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Improve all GAP Group Performance on the SOL by a minimum of 3% points

All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Implement continuous standards based instructional support based on data	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff
All students in grades 6-8/All teachers/1.1, 1.2, 1.3,1.4	• Data analysis utilizing the DTI form to assess student performance and plans for	All teachers in PLC Diller Mathews, Science Department Chair	September 2020 – June 2021	• Observations of class periods • Benchmark assessments • Common Assessments • Review material • Data to Inform (DTI) Document • Summative assessment results	Jesse Mazur, Principal Lance Harrell, 8th Grade Academic Principal Diller Mathews, Science Department Chair Science Staff

STRAND II: SCHOOL ENVIRONMENT ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement***
DOMAIN: Multi-Tiered Systems of Support
SMART Goal(s): By the end of 2020-2021 school year, staff will understand and implement an evidence based approach to improve academic and behavioral instruction and intervention through monthly meetings and continuous follow through.
ACTION PLAN
1. Essential Action/Research-Based Strategy: Staff will receive professional development on Tier I and Tier II academic and behavioral interventions and supports
Evidence Driving This Essential Action: School wide focus on the implementation of PBIS and MTSS to support equity and success for all students. Staff can Identify and utilize structures effectively.
Plan to Assess Progress: Evaluation of PBIS and MTSS referral data

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Staff Members	• Teach/establish PBIS school-wide protocols to support Tier I • SIT/SST will provide an overview of social/emotional and academic supports provided through and delivered by the counseling department, social workers, and school psychologist • A dedicated school administrator will facilitate MTSS meetings and implementation of the framework and processes. • On-going MTSS in-process, reviews and progress monitoring of interventions through grade level team (Student Intervention Team SIT) meetings and building level SST meetings.	SST, Administration, counseling department, staff	September 2020 – June 2021. Formal Tier I meetings held on a Monday rotation, supporting each grade level on a monthly basis. If appropriate, a concern may move to Tier II MTSS meeting following weekly (SIT) grade level meetings. If the student is Tier II appropriate interventions are implemented and monitored on a weekly basis unless otherwise indicated	• Opening week schedule which highlights MTSS process. • Grade level meetings SIT Agendas, meeting notes, discussions, MTSS referral forms, Intervention Plans and student documentation logs	• Jesse Mazur, Principal • Jeanette Vinson, 6th grade Academic Principal • Lance Harrell, 8th Grade Academic Principal • Aisha Ortiz, 7th grade Academic Principal • Greg Forbes, Head of Guidance • Fulton Vinson, Dean of Students • Jessica Salvador, Dean of Students • counseling department
2. Essential Action/Research-Based Strategy: All staff, students, and caregivers will participate in the development of MTSS interventions and supports.					
Evidence Driving This Essential Action: School wide focus on MTSS Tier 1 and Tier 2 interventions and supports to ensure success for all students. As a result as professional development around MTSS all staff, students, and caregivers will be proficient, knowledgeable and capable of implementing interventions with fidelity and supported by research and best practice.					
Plan to Assess Progress: Evaluation of MTSS referral data and intervention plans will occur on a weekly basis through the Student Intervention Team process by grade level					

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Improve all GAP Group Performance on the SOL by a minimum of 3% points

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
	• Staff members will identify and confer with students and families to discuss areas of concern to include academic and behavioral needs via phone calls, conferences or meetings (via zoom), emails, or face to face (via zoom). • Students and/or families will provide input on strategies, supports and incentives in the context of behavioral contracts, academic improvement plans, SIT Intervention Plans and conflict resolution (RP) • Students and/or families will be included throughout the planning and implementation of grade level teams SIT and building level SST academic and behavioral supports • Data chats and ICAPS will provide students with important knowledge pertaining to their learning profile which will support student goal setting	Staff Dean Fulton Vinson Dean Jessica Salvador	September 2020 – June 2021	• Reduction in referrals • Positive referral data	• Jesse Mazur, Principal • Jeanette Vinson, 6th grade Academic Principal • Lance Harrell, 8th Grade Academic Principal • Aisha Ortiz, 7th grade Academic Principal • Greg Forbes, Head of Guidance • Fulton Vinson, Dean of Students • Jessica Salvador, Dean of Students • counseling department
3. Essential Action/Research-Based Strategy: PBIS/Restorative Practices will be taught and reinforced for the student body on a weekly basis in the classroom, guidance lessons, and school wide events and celebrations.					
Evidence Driving This Essential Action: School wide implementation of PBIS and restorative practices will result in student engagement, an improved student climate highlighted by safety, culture and community.					
Plan to Assess Progress: Analysis of PBIS data (positive referral data/rewards). Analysis of student and teacher survey based on implementation and program goals. Weekly and monthly assessments of program data to illustrate use of the structures.					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL:

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Improve all GAP Group Performance on the SOL by a minimum of 3% points

Strategic Plan Goal *[i.e. 1.1, 2.3]*					
	• Students will first learn PBIS pillars and expectations through weekly advisory lessons • Staff will model, reteach, and reinforce Prexie PRIDE standards daily • Members of the students organizations (SGA, Key Club, etc) will support PBIS through the development of programs, community service, PSAs, and events to build a positive school community. • Students will be recognized through positive Prexie referrals which correspond to the Prexie Pride Pillars of Conduct. • Students will be rewarded through Class Dojo points reinforced with incentives through PBIS positive referral rewards as well as quarterly initiatives. • Students will participate in Restorative Practices which include journaling and community circles to promote community and belonging.	All Staff Dean Fulton Vinson Dean Jessica Salvador	September 2020 - June 2021	• Reduction in Referrals • Increase in Positive Referrals • Use of Prexie time • Use of PBIS incentives • Monthly incentives • Quarterly events	• Jesse Mazur, Principal • Jeanette Vinson, 6th grade Academic Principal • Lance Harrell, 8th Grade Academic Principal • Aisha Ortiz, 7th grade Academic Principal • Greg Forbes, Head of Guidance • Fulton Vinson, Dean of Students • Jessica Salvador, Dean of Students • counseling department

Student Improvement Plans

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OVERARCHING SCHOOL GOAL:

By end of the 2020-21 school year, we will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of on time graduation rates and a reduction in the dropout rate.

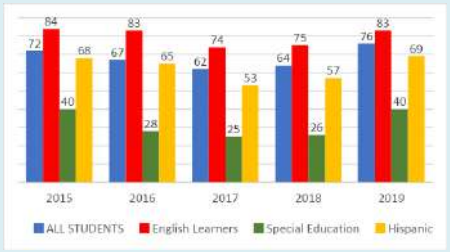
Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

RELEVANT SCHOOL PROFILE DATA

DOE %

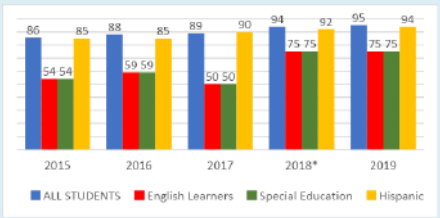
Trend Data

Math:

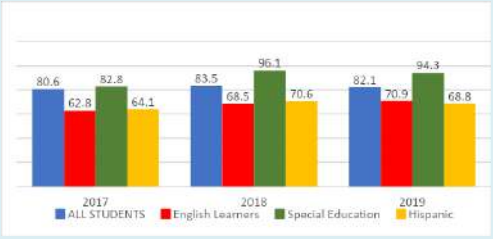


Science:

English:



On-Time Graduation Rate:



Student Improvement Plans

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STRAND I: TEACHING FOR LEARNING

DOMAIN: Math

SMART Goal(s): By the end of the 2020-21 school year, all SOL Math courses will increase the overall pass rate by 3 percentage points, which decreases the failure rate by 10%. Students with disabilities will increase the subgroup pass rate by 6 percentage points, which decreases the failure rate by 10%.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Utilize Specially Designed Instruction for support within gap groups (Special Education and Out of Network ELs)

Evidence Driving This Essential Action: Consistently through the past 3 years Special Education and EL populations have performed below the rest of the gap groups.

Plan to Assess Progress: Use of MAP Screener and Classroom Unit Assessment data in PLCs with target students needing more intense intervention

Focus Area *[Grade Level/Student Group(s)/Educators]* Strategic Plan Goal *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** (*Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Math Teachers 9-12, Instructional Excellence	Math content and co teachers will complete the online learning module from ACPS to learn virtual co-teaching strategies	Math teachers, EL Teachers, Special Ed Inclusion teacher, Special Ed Instructional specialists	November 2020	Evidence: Teacher participation in the zoom session, this training started in January 2020...was halted by COVID and virtual learning Artifacts: Attendance	Content Administration week after online module completion (November 2020)
Math Teachers 9-12, Instructional Excellence	Math content/ EL teachers/ Special Ed co-teachers pairs will collaborate to implement at least 2 high yield strategies within their instruction	Math teachers, EL teachers, Special Ed teacher, Special Ed Instructional specialists EL Instructional specialist	Each unit	Evidence: Documented observed use of strategies, EL best practices, Academic Vocabulary, Co-teaching Models Artifacts: Lesson Plans, Canvas pages	Content Administration monthly
Math Teachers 9-12 Instructional Excellence	Progress monitor out of network ELs to include supports/interventions with specific focus on Hispanic males	Out of Network EL teachers	September - June	Evidence: PLC Agenda, PLP conversations, students assigned to case managers Artifacts: Progress Monitoring Data Sheets, Case Manager's data files	Content Administration, EL Secondary Instructional Specialist minimally quarterly (monthly PLCs)

Student Improvement Plans

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OVERARCHING SCHOOL GOAL:

By end of the 2020-21 school year, we will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of on time graduation rates and a reduction in the dropout rate.

Math Teachers 9-12 Instructional Excellence	Progress monitor students with disabilities	Special Education teachers in Math	September - June	Evidence: PLC agendas, PLP conversations Artifacts: Progress Monitoring Data Sheets	Lead Administrator for Special Education quarterly
Math Teachers 9-12 Instructional Excellence Student Accessibility and support	Math teachers will utilize at least 4 Student Engagement Structures focused on academic engagement within their instruction	Math teachers Kagan coaches	Each unit	Evidence: Documented, observed use of structures within the class session Artifacts: Lesson Plans, observed zoom lesson, observation report, Specialized Instruction ToolKit(SpEd and EL)	Content Administration monthly
Content Admin/Specialist Instructional Excellence	Conduct virtual co-teaching walk-throughs	Instructional Specialists Administration	November - June	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants, Co-Teaching Look-For Forms(SpEd and EL)	Content Administration 2x quarterly
2. Essential Action/Research-Based Strategy: Implement Tier 2 Interventions/Supports due to results of student data and stagnant/regressive growth					
Evidence Driving This Essential Action: MAP Screener/Growth data and first quarter grades					
Plan to Assess Progress: Use of MAP Screener and Classroom Unit Assessment data in PLCs with target students needing more intense intervention.					
Inquiry - What is the evidence driving this EA? What did the root cause analysis reveal? Admin and Instructional specialist walk throughs have observed that teachers do not use ongoing assessment data to drive instruction, they will adhere to the standards but don't utilize the data to vary their instructional practice(i.e. informing small group targeted instruction based on deficit areas)...based on this data, this Essential Action was created.					
Math Teachers 9-12, Instructional Excellence	Growth data use to create student growth goal in Professional Learning Plans (PLPs)	Teachers	November/ February/June	Evidence: PLP Goals Artifacts: Teacher's PLPs	Administration, 3x (Nov/Feb/May) through PLP data 2x quarterly in PLC meetings with teacher team
Math Teachers 9-12 Strategic Resource Allocation Instructional Excellence	Provide student interventions based on interpretation of MAP screener data	Teachers	November - June	Evidence: Lesson Plans built on MAP data (to include small group/engagement strategies) Artifacts: Exemplars of student work, formative/summative data, NWEA Reports, PLC Agendas, Student Tier Reports by	Administration, every other month

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				content/campus	
Math Teachers 9-12, Strategic Resource Allocation Instructional Excellence	Implementation of math remediation through Titan Rising time, Monday Bootcamps, and Saturday Learning Academy using VDOE information and MTSS document for Math created in 2018-19 SIP	Math Teachers	November - June	Evidence: Calendar of additional learning sessions Artifacts: Attendance and instructional plans	Administration, every other month
Math Teachers 9-12, Strategic Resource Allocation, Instructional Excellence	Instructional Learning Modules (Edgenuity) used for ongoing support after semester 1 is completed for students requiring SOL in spring	Math Teachers	February- May	Evidence: modules in Canvas Artifacts: Student progress reports from modules	Administration, every other month
3. Essential Action/Research-Based Strategy: Integration of Virtual Instructional Tools and Resources to increase student engagement in the virtual classroom					
Evidence Driving This Essential Action: Virtual Learning Environment best practices for engagement					
Plan to Assess Progress: Virtual Walk-through data					
Inquiry - Actions for this EA? Actions were deleted and added back with feedback responses.					
Focus Area ***[Grade Level/Student Group(s)/Educators]*** **Strategic Plan Goal** ***(name goal)***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** (*Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
ICTIS, Instructional Specialist, Coach Strategic Resource Allocation	Provide professional learning on the implementation of Zoom Tools, Google Collaboration Tools, Canvas, Edgenuity, Newsela, Nearpod, and online textbooks/literacy documents in virtual classroom setting	TIS, Coach, Central Office	Weekly November - May	Evidence: Teachers implement virtual platforms Artifacts: Lesson plans, Canvas pages, Observation write-ups, Zoom meetings	Content Administrator 2x quarterly
Instructional Specialist, Content Admin, Instructional Excellence	Conduct virtual walk-throughs to determine use of technology within the zoom classroom	English Specialist Administration	November - May	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants	Content Administration 2x quarterly

Student Improvement Plans

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OVERARCHING SCHOOL GOAL:

By end of the 2020-21 school year, we will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of on time graduation rates and a reduction in the dropout rate.

STRAND I: TEACHING FOR LEARNING
DOMAIN: Literacy/English
SMART Goal(s): By June 2021, students will have a 10% reduction in failure rate for the designated Virginia End-of-Course Test and a 3% increase in the pass rate for English courses, specifically within the gap group of Hispanic students and Special Education students.
ACTION PLAN
1. Essential Action/Research-Based Strategy: Utilize High Yield Instruction for support within gap groups (Special Education, Els and Hispanic students)
Evidence Driving This Essential Action: Embedded Academic and Engagement Strategies will help students with success in the English classroom
Plan to Assess Progress: Use of MAP Screener and Classroom Unit Assessment data in PLCs with target students needing more intense intervention

Focus Area *[Grade Level/Student Group(s)/Educators]* Strategic Plan Goal *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** (*Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Teachers 9-12, InstructionalExcellence	English teachers/ EL teachers/ Special Ed co-teachers will collaborate to implement at least 2 high yield co-teaching strategies within their instruction (parallel teaching, station teaching, team teaching)	English teachers, EL teachers, Special Ed Inclusion teacher, Special Ed Instructional specialists	Each unit	Evidence: PLC Agenda, PLP conversations, students assigned to case managers, Documented observed use of strategies, PLC agendas notes and discussions Artifacts: Lesson Plans, Canvas pages, written feedback to teachers after walkthroughs	Content Administration monthly
Teachers 9-12, Instructional Excellence	English teachers and co teachers pairs will complete the online learning module from ACPS to learn virtual co-teaching strategies	English teachers, EL Teachers, Special Ed Inclusion teacher, Special Ed Instructional specialists	November 2020	Evidence: Teacher participation in the zoom session Artifacts: Attendance	Content Administration week after online module completion (November 2020)
Teachers 9-12, Instructional Excellence Student Accessibility and Support	English teachers will utilize at least 4 Student Engagement Structures focused on academic engagement within their instruction	English teachers, Kagan coaches	Each unit	Evidence: Documented, observed use of structures within the class session Artifacts: Lesson Plans, Observed zoom lesson, observation report Specialized Instruction ToolKit(SpEd and EL)	Content Administration monthly
Teachers 9-12, Instructional Excellence	Analyze student data from common assessments that include writing prompts, reading comprehension checks and other performance assessments, utilizing the data to create and offer interventions	English Teachers, PLC lead, Instructional/Data Coach	Each unit	Evidence: PLC Data documentation and schedule of interventions for students Artifacts: PLC agenda, List of intervention with students assigned,	Content Administration monthly

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OVERARCHING SCHOOL GOAL:

By end of the 2020-21 school year, we will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of on time graduation rates and a reduction in the dropout rate.

				Data on intervention student attendance, Data on outcomes from targeted intervention	
Admin, Central Office Specialists Instructional Excellence	Conduct virtual walk-throughs of Co-taught Special Education and EL Classes throughout the campuses	Administration, EL Specialist, SPED Specialist	November - May	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants Co-Teaching Look-For Forms(SpEd and EL)	Content Administration 2x quarterly
2. Essential Action/Research-Based Strategy: Implement Tier 2 Interventions/Supports					
Evidence Driving This Essential Action: Research-based, Normed data for ongoing growth measures					
Plan to Assess Progress: MAP screener 3x per year					
Focus Area [Grade Level/Student Group(s)/Educators] Strategic Plan Goal ***(name goal)***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** (*Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
English Teachers 9-12 Instructional Excellence	Professional Learning to administer assessment and to interpret growth data	MAP Coordinator	October and November 2020	Evidence: Documentation of completion of professional learning Artifacts: Administration of assessment; creation of Screener test sessions, tiered list based on screener data	MAP Champions, by screener administration (Nov, Feb, April)
English Teachers 9-12 Instructional Excellence	Administration and use of MAP screener data to determine students needing Tier 2 and Tier 3 support	MAP Coordinator	October/February/April	Evidence: Schedule of MAP trainings for administration, interpreting data and PLC agendas with MAP intervention conversations Artifacts: NWEA Reports, PLC Agendas, Student Tier Reports by content/campus	MAP Champions, Monthly
English Teachers 9-12 Instructional Excellence	Growth data use in PLP for student growth goal	English Teachers	November 2020	Evidence: Documentation in PLP Artifacts: NWEA Reports; PLP Tiered, Data logs	Administration, 3x yearly (Nov/Feb/May)
English Teachers 9-12 Strategic Resource Allocation Instructional Excellence	Provide student interventions based on interpretation of MAP screener data	English Teachers	November - May	Evidence: PLC Data documentation and schedule of interventions for students Artifacts: PLC agenda, List of intervention with students assigned, Data on intervention student	Administration, 2x quarterly

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				attendance, Data on outcomes from targeted intervention	
English Teachers 9-12 Strategic Resource Allocation Instructional Excellence	Implementation of remediation through Titan Rising time, Monday Bootcamps, and Saturday Learning Academy using VDOE information and MTSS document for English created in 2018-19 SIP	English Teachers	November - June	Evidence: Calendar of additional learning sessions Artifacts: Attendance and instructional plans	Administration, every other month
English Teachers 9-12 Instructional Excellence	Instructional Learning Modules (Edgenuity) used for ongoing support after semester 1 is completed for students requiring SOL in spring	English Teachers	February- May	Evidence: modules in Canvas Artifacts: Student progress reports from modules	Administration, monthly February - April
3. Essential Action/Research-Based Strategy: Integration of Virtual Instructional Tools and Resources for student engagement in Virtual Instruction					
Evidence Driving This Essential Action: Virtual Learning Environment best practices for engagement					
Plan to Assess Progress: Virtual Walk-through data comparing usage of technology					
Focus Area ***[Grade Level/Student Group(s)/Educators]*** **Strategic Plan Goal** ***(name goal)***	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** (*Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
TCTIS, Instructional Specialist, Coach Strategic Resource Allocation	Provide professional learning on the implementation of Zoom Tools, Google Collaboration Tools, Canvas, Edgenuity, Newsela, Nearpod, and online textbooks/literacy documents in virtual classroom setting	TIS, Coach, Central Office	Weekly November - May	Evidence: Teachers implement virtual platforms Artifacts: Lesson plans, Canvas pages, Observation write-ups, Zoom meetings	Content Administrator 2x quarterly
Instructional Specialist, Content Admin, Instructional Excellence	Conduct virtual walk-throughs to determine use of technology within the zoom classroom	English Specialist Administration	November - May	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants	Content Administration 2x quarterly

Student Improvement Plans

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STRAND I: TEACHING FOR LEARNING					
DOMAIN: Biology @ Minnie Howard Campus, International Academy and Earth Science @King Street Campus					
SMART Goal(s): By the end of the 2020-21 school year, there will be an increase of 5% in the overall pass rate on the Biology and Earth Science SOL exams.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Utilize High Yield Instruction for support within gap groups (Special Education and Out of Network ELs--specifically Hispanic Males)					
Evidence Driving This Essential Action: Embedded Academic and Engagement Strategies will help students with success in the science classroom					
Plan to Assess Progress: Use of MAP Screener and Classroom Unit Assessment data in PLCs with target students needing more intense intervention					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Bio/ES Teachers Instructional Excellence	Science teachers/ EL teachers/ Special Ed co-teachers will collaborate to implement at least 2 high yield co-teaching strategies within their instruction (parallel teaching, station teaching, team teaching)	Science teachers, EL teachers, Special Ed Inclusion teacher, Special Ed Instructional specialists	Each unit	Evidence: Documented observed use of strategies, EL best practices, Academic Vocabulary, Co-teaching Models Artifacts: Lesson Plans, Canvas pages	Science Administrator, monthly
Bio/ES Teachers Instructional Excellence	Science teachers and co teacher pairs will complete the online learning module from ACPS to learn virtual co-teaching strategies	Science teachers, Special Ed Inclusion teacher, Special Ed Instructional specialists	November 2020	Evidence: Teacher participation in the zoom session Artifacts: Attendance	Content Administration week after online module completion (November 2020)
Bio/ES Teachers Instructional Excellence	Science teachers will utilize at least 4 Student Engagement Structures focused on academic engagement within their instruction	Science teachers, Kagan coaches	Each unit	Evidence: Documented, observed use of structures within the class session Artifacts: Lesson Plans, observed zoom lesson, observation report, Specialized Instruction ToolKit(SpEd and EL)	Content Administration monthly
Bio/ES Teachers	Analyze student data from common assessments that include but are not limited to virtual labs, and other	Science Teachers, PLC lead,	Each unit	Evidence: PLC Data documentation and schedule of interventions for students	Content Administration monthly

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Instructional Excellence	performance assessments, utilizing the data to create and offer interventions	Instructional/Data Coach		Artifacts: PLC agenda, List of intervention with students assigned, Data on intervention student attendance, Data on outcomes from targeted intervention	
Content Admin, Specialists from Central Office Instructional Excellence	Conduct virtual walk-throughs of Co-taught Special Education and EL Classes throughout the campuses	Administration EL Specialist SPED Specialist	November - May	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants Co-Teaching Look-For Forms(SpEd and EL)	Content Administration 2x quarterly
2. Essential Action/Research-Based Strategy: Integration of Virtual Instructional Tools and Resources					
Evidence Driving This Essential Action: Virtual Learning Environment best practices for engagement					
Plan to Assess Progress: Virtual Walk-through data					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
TCTIS, Coach, Instructional Specialist Strategic Resource Allocation	Provide professional learning on the implementation of Zoom Tools, Google Collaboration Tools, Canvas, Edgenuity, Gizmos, Desmos, Nearpod, online textbooks/literacy documents	TIS, Coach, Central Office	Weekly November - May	Evidence: Teachers implement virtual platforms Artifacts: Lesson plans, Canvas pages, Observation write-ups, Zoom meetings	Administration 2x quarterly
Content Admin, Instructional Specialist Instructional Excellence	Conduct virtual walk-throughs to determine use of technology within the zoom classroom	Science Specialist Administration Coach	November - May	Evidence: Documentation and schedule of visits Artifacts: Documentation of dates, walkthrough notes, list of participants	Content Administration 2x quarterly

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STRAND II: SCHOOL ENVIRONMENT *Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement*					
DOMAIN: Graduation Rate					
SMART Goal(s): By August 2021, Hispanic students will increase their on-time graduation by 5% from 68.8% (Class of 2020) to 73.8% (Class of 2021).					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Increase access students have to enroll in credit-bearing courses and the supports and interventions needed to be successful in those courses					
Evidence Driving this Essential Action: a) Longitudinal Ontime Graduation Rates showing trends among subgroups per VDOE School Quality Profiles b) Beginning of the school year data shows that 41% or 412/1,003 of the students enrolled in Cohort 2021 are identified as Hispanic in PowerSchool. With respect to a June/August 2021 or "on-time graduation," data indicates the following: 266 (64%) are on-track to graduate, 61 (15%) must pass every course in which they are enrolled, 37 (9%) are severely credit-deficient and at high risk of not graduating, and 48 (11.6%) can not graduate in June/August 2021.					
Plan to Assess Progress: Strategic creation of classes, and monitoring progress of academic conversations and participation					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Director Counseling, Content Admin Student Accessibility and Support	Continue to expand the offerings of credit recovery classes to include during, after school, evening, Saturday, summer session and online opportunities for students in grades 10-12 who are credit-deficient, due to inability within the normal school day to earn the credits.	Director of Counseling, Director of Online Learning, Director of Adult Education Learning, Summer School Administrators	Sept - July	Evidence: Enrollment Data & Grade Reports / Published schedule of CR courses offered each term..spreadsheet of MTSS data from each academy with intervention support outreach and student data Artifacts: Historical Grades or Sample of Student Transcripts	Director of Counseling Director of Online Learning: Director of Adult Education Learning Lead Administrator for School Improvement Monthly review Academy Administrators, weekly review of students within the MTSS data in a cycle so that every child is talked about within a month

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Director Counseling, Content Admin Student Accessibility and Support Family and Community Engagement	Provide overview of credit recovery to targeted students and families and register students for credit recovery courses as needed per review of academic records	Director of Counseling Learning Academy Administrators School Counselors	August - April	Evidence: Rosters updated Artifacts: Roster reports	School Counselors, Quarterly Learning Academy Teams
Students grade 12 Student Accessibility and Support	Hold 1:1 "Senior Meetings" with each senior to review courses and exams needed to graduate and post-secondary plans and develop action plans for success	School Counselors with Seniors on their Caseloads	September - November	Evidence: Logged entry in PowerSchool Artifacts: Senior Meeting Participation Data Examples of Completed Plans	Learning Academy Teams, to be completed by November
Students grades 9-12 Student Accessibility and Support	Ongoing progress monitoring and implementation of MTSS to identify students in need of Tier II and Tier III interventions and conduct root cause analyses to determine the most appropriate, available intervention and support	Learning Academy Principals School Counselors Schoolwide SST	November - May	Evidence: 2020-21 counseling calendar of events Artifacts: Seniors_2020_21_COH2017, Student grade reports Quarterly Administrator Presentation	Campus Administrator, Lead Administrator for School Improvement, Director of School Counselor (Interims/Quarterly)
Students grade 12 Student Accessibility and Support Instructional Excellence	Teachers and academy teams will work collaboratively to identify the seniors in need of Tier II or III supports and interventions and develop academic improvement plans and systems for communication and progress monitoring	School Counselors Teachers Learning Academy/Content Administrators	November - May	Evidence: Work from various data pieces into 1 Artifacts: MTSS Documentation (teacher and academy), quarterly grade distribution	Campus Administrator, Lead Administrator for School Improvement, Director of School Counselor (Interims/Quarterly)
2. Essential Action/Research-Based Strategy: Creating positive and supportive relationships that support students' academic, behavioral, and social/emotional success. through a variety of strategies to include SEAL activities and mentoring programs					
Evidence Driving this Essential Action: Graduate rate has been stagnant the previous years.					
Plan to Assess Progress: Strategic creation of mentoring programs, and monitoring effectiveness with "on-time" graduation rate.					
Inquiry - How will we know when our actions have created positive and supportive relationships? How is progress assessed for SST meetings? Is the progress indicator for SST meetings updates on Tier II and Tier III interventions? Academy Spreadsheets within SST/MTSS, if larger bank of interventions are needed, school-wide SST is accessed.					
Focus Area *[Grade Level/Student Group(s)/Educators]* Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

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(name goal)					
SST staff 9-12 Student Accessibility and Support	Professional Learning and Article Study of *Creating Connections that Help Young People Thrive By*: Eugene Roehlkepartain Kent Pekel Amy Syvertsen Jenna Sethi Theresa Sullivan Peter Scales	Director of School Counseling, Attendance Social Worker	September - November	Evidence: Invitation to book study, distribution of materials, zimbra invites to discussion Artifact: Plan for creation of Mentoring groups	School Social Workers, completed November
Students grades 9-12 Student Accessibility and Support	Develop and deliver SEAL (social/emotional/academic learning) advisory lessons aligned to student needs, school-wide events and ASCA behaviors and mindsets.	SST team Teachers with 1st period classes	September - May	Evidence: Survey of students and teachers about implementation and alignment with student needs Artifacts: SEAL/ASCA lessons	School Administration 2x yearly
Students grades 9-12 Student Accessibility and Support	Academy SST meetings to monitor the progress of students identified in need of Tier II and Tier III interventions and supports	Academy Administrator, School Counselors, Social Worker	September - May	Evidence: SST members assigned students with follow up data being recorded to include (therapy referrals, tutoring, IPE referrals, CHINS petitions, counselor support groups, parent contacts, academic plans, weekly check in, teacher outreach) . Artifact: Academy MTSS Tracking Sheet (example) Academy MTSS Referrals to Schoolwide SST	Academy Administors, Weekly Schoolwide Student Support Teams
SST staff 9-12 Student Accessibility and Support	Cultivating positive and supportive relationships through the following small groups: • Positive Push • IA Mentor Group • Athletic Department Mentor Group • Academy Mentor Program • Mentoring Group supported by School Resource Officers	Academy Administrators, School Social Workers, School Counselors, School Psychologists School Resource Officers	September - May	Evidence: Creation of mentoring groups with data tracker associated Artifacts: Mentoring Tracking Sheet of Results of Interventions	School Administration, monthly

Student Improvement Plans

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3. Essential Action/Research-Based Strategy: Creating CIS NOVA partnership with TC to engage 50 male hispanic students in grades 11-12 who are in danger of not making graduation requirements

Evidence Driving this Essential Action: Graduate rate for hispanic males is low and successful graduation would help academically and socially benefit them.

Plan to Assess Progress: Monitoring effectiveness with "on-time" graduation rate and ongoing student survey assessment.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Hispanic Male Students 11-12 Student Accessibility and Support	Idenfity the CISNOVA Graduation Coach and TC Academic team to work with CIS NOVA	IA admin, Director School Counseling, Lead School Counselor, Lead Admin for Academic Support	December 2020 - January 2021	Evidence: Scheduled meetings and agendas Artifacts: Partnership agreement	TC Principal, CIS NOVA partner, Director of School Counseling, weekly until completed (completed)
Hispanic Students 11-12 Student Accessibility and Support	PT Graduation Coach will work with the Principal, School Support Team and EL team to identify, up to 50 students (11th and 12th grade only) at risk of not graduating on time	Graduation Coach, IA Admin, King Street Campus Administrator	by March 2021	Evidence:Identification process outlined Artifacts:based on identification process student list created	IA Admin and King Street Campus Admin, weekly through February
Hispanic Students 11-12 Student Accessibility and Support	PT Graduation Coach will complete an Individual Student Needs Assessment and Individual Student Support Plan, with CCLR enhancements for 11th and 12th graders	PT Graduation Coach	by April 2021	Evidence: Creation of Student Needs Assessment and Support Plan Template Artifacts: Student Needs Assessment completed on all 50 candidates and support plans created from template	IA Admin and King Street Campus Admin, weekly March and April
Hispanic Students 11-12 Student Accessibility and Support	PT Graduation Coach will complete a School Support Plan for FY22 addressing school wide goals related to on time graduation for Hispanic males, college -career readiness, and family engagement/school climate	PT Graduation Coach, Coordinator for PE and DAnalysis Minnie Howard Campus	June - August 2021	Evidence:meeting agendas/notes and actions steps Artifacts:Information in 2021-2022 SIP related to CIS NOVA partnership with deadlines and artifacts	Director of School Improvement, Weekly : June - Aug 2021

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Hispanic Students 11-12 Student Accessibility and Support	Collaborate with CIS NOVA Site Coordinator at Hammond MS to identify and engage former Hammond students now at TC Williams	CIS NOVA Site Coordinator, PT Graduation Coach, IA Admin, King Street campus admin	May 2021	Evidence:meeting agendas/notes and actions steps Artifacts:communications with students based on meetings	IA Admin and King Street Campus Admin, weekly May 2021
Hispanic Students 11-12 Student Accessibility and Support	Graduation Coach will provide basic need support and access to school wide programs targeting 11th and 12th grade Hispanic males	Graduation Coach	March - July 2021	Evidence: Schedule of access and support available with students identified for each as needed Artifacts:Notes and meeting minutes with students about available supports	IA Admin and King Street Campus Admin, every two weeks March - July 2021

4. Essential Action/Research-Based Strategy: Establish a Graduation Task Force that represents all programs and site locations that impact the on-time graduation (OGR) and dropout rates to increase the graduation rate at TC and have a working knowledge of the successes and needs of every student within the graduation cohort.

Evidence Driving This Essential Action: Graduation rate is not increasing and there are a group of students we are aware are unaccounted for in the cohort

Plan to Assess Progress: Creation of a Graduation Task force that meets regularly and monitors students in the cohort

Inquiry - What is the purpose of the Task Force? Planned weekly MTSS communication about our most at risk students allows for interventions that should maintain ontime graduation rate.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *(name goal)*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
MTSS staff 9-12 Student Accessibility and Support	Select team members to meet with Dr. Barbara Thompson, Principal of Arlington Community High School in Arlington Public Schools (APS), who leads a similar effort, to discuss insights, guidance, lessons learned, and general advice in formalizing this cross-functional team	Campus Administrator	October	Evidence: Meeting held Oct 14, 2020 Artifacts: Meeting notes with action steps	Principal, Completed--link evidence
MTSS staff 9-12 Student Accessibility and Support	Establish shared accountability by identifying, discussing and determining specific roles and responsibilities which include but are not limited to monitoring, logging updates and contributing to the accuracy of the data fed into state	Director of School Counseling, Lead Administrator for School Improvement	October -November	Evidence: Task Force Roster Artifacts: Attendance at Task Force Meeting	Principal Project Completed (--link evidence)

Student Improvement Plans

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	reporting for all task force members				
graduation task force Student Accessibility and Support	Establish and maintain consistent, robust & effective approaches to track, locate and re-engage (when applicable) all students who withdraw from school This step includes students who are withdrawn because they are moving, per 15-days of consecutive absences and all cohort students who are identified as long-term absence, dropout or unconfirmed	KS: Director of School Counseling, Attendance & Truancy Outreach Specialist Social Workers, Registrar CFC: Principal ISAEP:Director of Adult Education	October - November	Evidence: Withdrawal Report Maintained Artifacts: Notes/emails from tracking efforts	Principal Campus Administrator weekly
graduation task force Student Accessibility and Support	Meet to review cohort list, update student data, and develop action plans for students who fall within each of the following categories: ● Still Enrolled (CFC, privately place SpEd, ISAEP/NELL and sliders from previous cohorts), ● Long-Term Absence, ● Dropout, ● Unconfirmed	Director of School Counseling, Lead Administrator for School Improvement, Grad Task Force	December - July	Evidence: Updated Cohort List Artifacts: Meeting Agenda/Minute Rosters of Student who fall within each group	Principal, monthly
graduation task force Student Accessibility and Support	Identify and arrange for the appropriate staff to engage in professional learning around the state reporting, timelines and procedures as related to graduation and have access to SWS for state reporting	Director of School Counseling, Lead Administrator for School Improvement	December-February	Evidence: Agendas, List of Identified trainings Artifacts: PLMS Course Attendance Roster	Director of School Counseling Monthly
MTSS staff 9-12 Student Accessibility and Support	Implement newly established processes within the school-wide MTSS team. These referrals will include a specific plan for monitoring students' progress towards diploma.	Campus Administrator, Lead Administrator for School Improvement, Director of School Counseling	December - July	Evidence: Committee vetting, referrals to ACPS or partner agencies Artifacts: Principal Specific plan for monitoring	Director of Counseling, Graduation Task Force Monthly
Attendance/Truancy Outreach Specialist Student Accessibility and Support	Review how and when students are waived from compulsory attendance requirements	Attendance and Truancy Outreach specialist	September - June	Evidence: Court Request Artifacts: Letter from the Judge	Graduation Task Force, monthly

Student Improvement Plans

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Director Counseling, Content Admin Student Accessibility and Support	Explore further programmatic opportunities to meet the ever-changing educational needs of our students, especially in our Hispanic and EL populations.	Director of Counseling Content Administration	September - June	Evidence: Notes from exploration Artifacts: Programs/Courses recommended	Director of Counseling, monthly
Directors Central Office, Campus Admin Systemic Alignment	Work collaboratively with Student Services, Instructional Support, Accountability and Research, and School Support to explore and potentially develop an ACPS early warning intervention system (EWIS).	Campus Administrator	December - February	Evidence: meeting invites, documentation of meetings(agenda/notes) Artifacts: Creation of Early Warning Intervention System	Committee formed to discuss EWIS 2x monthly

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.
Northern Virginia Juvenile Detention Center

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools ☐ ***Social Emotional Academic Learning (SEAL)***	***Academic Disparities*** ☐ ***Talent and Gifted*** X ***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*** X ***Hispanic Male Graduation Rates***

RELEVANT SCHOOL PROFILE DATA

The Northern Virginia Juvenile Detention Center (NVJDC) is a secure, pre- and post- disposition, 72-bed facility serving adolescents being held for the juvenile courts of Northern Virginia. The center draws its population primarily from the cities of Alexandria and Falls Church, as well as Arlington County. The Center is licensed by the Virginia Department of Juvenile Justice. The education program is under the auspices of the Virginia Department of Education, State Operated Programs, and receives funding from the State's general fund and Title I, Part D, (Part D) Subpart 1.	Using data from 2018-present, students average 4-6 years behind in grade equivalent based on STAR Math and Reading assessment. STAR Assessment Data - Students that attended for more than 1 semester that increased their lexile score 100 points: 70% - Students that attended and improved their lexile score by 50 points: 68% - Students here more than 30 days, but not a semester that showed 5% growth on their lexile score: 60%	Juvenile population characteristics: -Average age is 16.5 years -150 students entered in FY2019 -56.7% AA, 30.7% Hispanic/Latino -72% Male, 28% Female -Most common offenses: Probation violation, contempt of court, robbery, assault, larceny, and narcotics
Behavior Reports at end of 1st quarter (school program) o 2018- 26 o 2019- 20 o 2020- 13 This does not include any behavior reports for students on units	Following June 2019 exit data, 65% of education staff felt that "There is an atmosphere of trust and mutual respect in this school or program."	

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*
Northern Virginia Juvenile Detention Center

STRAND I: TEACHING FOR LEARNING					
DOMAIN: Instructional Strategies					
SMART Goal(s): By June 1, 2021, all content area teachers will have demonstrated the successful and appropriate use of four Kagan Instructional strategies, as measured by lesson plan submission, classroom observation, and student feedback, to ensure engagement amongst all students.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Kagan Strategies are designed to promote cooperation and communication and retain interest in the subject area. Their use at NVJDC is a vital tool in our instructional model, and necessary in ensuring the academic and social success for our students.					
Evidence Driving This Essential Action: Based on use of these strategies last year, teachers shared that student engagement rose. In focus groups with students, they also shared that the use of these strategies helped with engagement in the topic and increased understanding.					
Plan to Assess Progress: Use PLC meetings to determine which strategies to utilize. Once strategies are selected, staff will begin to implement these in classrooms. Delivery of these strategies will be observed, as well as feedback from students will be reviewed following use of said strategy(s).					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators, 2.2	Kagan Strategy refresher course	**Victor Martin**	February 8, 2021	Evidence: Review of materials from presentation shared by Ms. K. Wood to the staff in 2019-20 year. Artifacts: Presentation	Victor Martin
Educators, 2.2	Staff selection of 4 Kagan Strategies to use for enhancement of collaboration and engagement	**Victor Martin** **Secondary Team** David Jelliffe Bret Dunlap Mary Chukwu Gemma Martinez	February 15, 2021	Evidence: Selection of 4 Kagan Strategies based on instructional needs for students based on PLC meeting discussions Artifacts: Meeting agendas, meeting notes, process of selection summary	Victor Martin

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Northern Virginia Juvenile Detention Center

Educators 2.2	Check for understanding	**4 Core Teachers**	February 22, 2021	Evidence: Each teacher will provide a lesson plan to explain how they would utilize the selected Kagan strategy in their classroom Artifacts: Lesson Plan collection	Victor Martin
Educators, 2.2	4 Core staff will review effectiveness of strategy implementation at bi-weekly PLC Meetings	**Victor Martin** **Secondary Team** David Jelliffe Bret Dunlap Mary Chukwu Gemma Martinez	February 29, 2021- June 1, 2021	Evidence: Utilization of Kagan strategies Artifacts: Classroom observation of strategy being delivered, student survey feedback, exit tickets, teacher evaluation	Victor Martin
Educators 2.2	Classroom observation in use of strategy	**Victor Martin**	March 15, 2021	Evidence: observation notes Artifacts: feedback and meeting notes	Victor Martin
Educators 2.2	Staff reflection document completed	**Victor Martin** **4 Core Teachers**	March 22, 2021	Evidence: use of self reflection document to gather insights about effectiveness of strategies Documentation: self reflection document	Victor Martin
Educators 2.2	Student reflection document completed	**Victor Martin** **Selected students**	April 12, 2021	Evidence: use of self reflection document to gather insights about effectiveness of strategies Documentation: self reflection document	Victor Martin
Evidence 2.2	Staff reflection for next year	**Victor Martin** **4 Core Teachers**	May 1, 2021	Evidence: staff meeting notes Artifacts: feedback and meeting notes	Victor Martin

STRAND II: SCHOOL ENVIRONMENT

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*

Northern Virginia Juvenile Detention Center

Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement					
DOMAIN: Student Support and Accessibility					
SMART Goal(s): Following quarterly reviews (11/1), (1/30), (4/6) and (6/25) of special education documentation utilizing the State Operated Programs SPED Compliance Self Review Document, all special education files will be 100% accurate, and student information disseminated to staff to ensure compliance and implementation.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Monitoring academic progress provides the instructional team current progress or performance for a specific skill. Thus, allowing teachers to provide assistance as needed. The monitoring of the student IEP is essential to ensuring compliance with state and federal mandates and that all goals are attained.					
Evidence Driving This Essential Action: Traditionally, the Northern VA Juvenile Detention Center has supported a large percentage of students with disabilities in relation to the entire population At times, more than 50% of the student population have an IEP. Additionally, with the at risk concerns for students placed at a detention center, coupled with the high recidivism rate amongst students with IEP's and the increasingly growing adult population of detainees with IEP's, it is imperative that we ensure that both staff and students are knowledgeable about the information included in the IEP, and that it is up to date.					
Plan to Assess Progress: Initial review of IEP with Special Education Teacher to determine what services are in place, followed by addendum created. Once completed, goals and accommodations are distributed to staff.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Educators 3.2	Administration and Special Education Teacher will meet monthly to review each IEP to ensure: 1. IEP for each student has been received 2. If modifications to the IEP are needed, that meetings are scheduled promptly to include representation from base school or program 3. Addendum completed for each IEP	Techitia Sharp	September 2020-June 2021	Evidence: Completed addendum to each IEP received in a timely manner Artifacts: VA IEP completed documents, received IEP from base school (timestamped)	Victor Martin
Educators 3.2	Monitor meeting	Techitia Sharp	bi-weekly starting January 29 through June 30	Evidence: Discussion notes on each student and documentation Artifacts: updated documentation	Victor Martin

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Northern Virginia Juvenile Detention Center

Educators 3.2	New student meeting	Victor Martin	Each time a student arrives (within 72 hours)	Evidence: Intake form Artifact: Document acknowledging meeting occurred and that the correct next steps (request for IEP, review, addendum, distribution to staff, review)	Victor Martin
Educators 3.2	Distribution of student IEP goals to staff completed consistently and progress on goals reported monthly	Techitia Sharp	September 2020-June 2021 This is done bi-weekly	Evidence: Artifacts:	Victor Martin
Educators 3.2	Participation in SPED "Boot Camp" from SOP	Victor Martin Techitia Sharp	TBD	Evidence: registration Artifacts: utilization of new information in addressing IEP compliance	Victor Martin
DOMAIN: Student Accessibility and Support					
SMART Goal(s): By June 2021, all school employees will have an enhanced understanding of the Data Chat Framework and MTSS program to ensure its utilization in supporting a reduction in disciplinary matters.					
ACTION PLAN					
2. Essential Action/Research-Based Strategy: Development and incorporation of Multi -Tiered System of Support to address academic and social needs of students					
Evidence Driving This Essential Action: Historically, students participating in this program have arrived with significant areas of academic growth, as noted in STAR reading and math assessment and transcript reviews. This document will provide a framework for supporting students academically and socially.					
Plan to Assess Progress: Review current status of the document. This is the continuation of a goal from 2019-20, and although significant work occurred, enhancements are needed. Transition Specialist and administration will continue with development of the plan, to include new interventions for reading and math, as well as detailed seminars to be provided by staff in the area of career awareness and post-secondary goals.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Northern Virginia Juvenile Detention Center

3.1	Introduction of MTSS importance	Victor Martin	January 5, 2021	Evidence: Presentation of MTSS ACPS document, highlights Artifacts: ACPS MTSS presentation and draft of NVJDC MTSS document	Victor Martin
3.1	Reintroduce and enhance Data Chat Framework and MTSS to school staff.	Victor Martin	January 11, 2021-December 1, 2020	Evidence: Review of Data Chat document and assess utilization during virtual learning Artifacts: Updated Data Chat document	Victor Martin
3.1	Meet with Transition Specialist to review current document and address academic and social interventions to utilize with students.	Victor Martin LaShawn Ricks	February 1-March 1	Evidence: Meeting agendas and progress on academic and social interventions Artifacts: Intervention document updated and completed	Victor Martin
3.1	Development of behavioral expectations	Victor Martin LaShawn Ricks	February 1-March 1	Evidence: Behavioral expectations section in document completed Artifacts: Behavioral document updated and completed	Victor Martin
3.1	Review of edited document	Victor Martin	March 15, 2021	Evidence: Draft of the document Artifact:Edits to the document	Victor Martin
3.1	Presentation of completed document to staff for implementation	Victor Martin	April 16, 2021	Evidence: Edited document completed Artifacts: Completed document	Victor Martin

DOMAIN: Student Accessibility and Support

SMART Goal(s): Beginning in December 2020, a select Intervention Team will develop a list of research based academic and behavioral interventions and strategies to use with students, based on need, to support academic and social development as measured by grades, behavior reports, student interviews, and surveys, quarterly.

3. Essential Action/Research-Based Strategy: Development of instructional and behavioral interventions to support all learners

OVERARCHING SCHOOL GOAL: Equitable Instruction for All *Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*

Northern Virginia Juvenile Detention Center

Evidence Driving This Essential Action: This is the continuation of a goal from last year. The purpose is to ensure that each staff member is aware of the recognized interventions and how each will be implemented.					
Plan to Assess Progress: Meeting with designated team members and utilizing What Works Clearinghouse for strategies and interventions that can be implemented at NVJDC.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
3.1	Team to develop initial list of strategies, academic and social that can be utilized in multiple ways (i.e. face to face, computer based, small group)	Victor Martin	December 1, 2020-February 1, 2021	Evidence: Review of What Works Clearinghouse strategies and determination of which to select, why, and strategy of use Artifact: Completed document outlining interventions and use	Victor Martin
3.1	Presentation of strategies/interventions to staff and process of selection to support each area	Victor Martin	February 8, 2021	Evidence: Completed document to present that outlines strategies and Artifact: Completed document	Victor Martin
3.1	Monitoring of interventions used to determine effectiveness and fidelity of implementation	Victor Martin	April 1, 2021-June 2021	Evidence: Feedback from staff and students, as well as monitoring form. Artifact: Intervention document that denotes who received intervention and growth	Victor Martin

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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CHANCE FOR CHANGE ACADEMY 2020-21

STRAND I: TEACHING FOR LEARNING				
DOMAIN: Mathematics •				
SMART Goal(S): During the 2020-21 School Year, students who have attended school for 30 days including special education and ELL students will increase mathematical strategies as demonstrated by success in solving functions algebraically and graphically				
ACTION PLAN				
1. Essential Action/Research-Based Strategy To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning				
Action Steps	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
To ensure content mastery, applies prior knowledge or learning of topics taught earlier in the school year in daily warm-ups, exit tickets, mini-assessments, homework assignments, and formative assessments.	Teacher	9/8/20-6/21/21	The evidence of progress will be based upon formative and summative assessments.	Math teacher Collaborators- , Special Education Teacher and Paraprofessional
Implement use of math intervention programs according to Tier Level (Imagine Math, kahoot, Desmos and Ed helper) to support academic skill development .	Teacher	9/8/2020-6/21/21	Students should score at least 70% on Imagine Math, kahoot, Desmos, Ed helper and Math assessments on 3 out of 5 attempts.	Math teacher Collaborators- Co-teacher Special Education Teacher and Paraprofessional

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OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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Use visual aids, graphic organizers, flashcards and foldables for ELL and SPED students. Make use of breakout rooms for SPED and Ell students to give individualized instruction.			Teachers will use interventions mentioned in the action steps to support academic skill development for all students.	
2. Essential Action/Research-Based Strategy: To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning				
Action Steps	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Set-up learning breakout rooms in order to provide individual and small group instruction for SPED and ELL students to give individualized instruction and as well as to provide opportunities for collaborative work as a means to overcome math challenges.	Teacher	9/8/2020-6/21/21	Students will successfully complete an exit ticket at the end of each breakout session that will demonstrate basic understanding of a math concept.	Math teacher Collaborators- Co-teacher,Special Education Teacher and Paraprofessional
3. Essential Action/Research-Based Strategy: To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning				

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Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
Use of prompts and cooperative learning strategies, activities and comprehensible input to support student responses and activate prior knowledge.	Teacher -Co-Teacher	9/8/2020-6/21/21	Students will elicit nonverbal responses such as thumbs up or down. The teacher will provide the sentence frames during the warm up and exit ticket activities to support the students' answers.	Math teacher Collaborators- Special Education Teacher and Paraprofessional
Provide explicit instruction of language and picture glossaries for student use. Post new vocabulary using comprehensible input terms on canvas for reference and practice using explicit instruction of language. Classroom teachers need to set language objectives for the ELL's for each lesson. A language objective specifically outlines the language that ELLs will need in order to meet the content objective.	Teacher and Co-Teacher	9/8/2020-6/21/21	The teacher develops flashcards with definitions, pictures, and key facts. Students will score at least 70% on their math assessments demonstrating an understanding of math concepts. Use visual aids, graphic organizers and foldables for ELL students	Math teacher Collaborators-Special Education Teacher and Paraprofessional

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OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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STRAND I: TEACHING FOR LEARNING					
DOMAIN: Science					
SMART Goal(s): During the 2020-21 School Year, students who have attended school for 30 days, including special education and ELL students will demonstrate an understanding of the nature Science by analyzing data, making inferences using nature of science skills and data analysis EL students at english language proficiency levels 1 and 2 will analyze and interpret diagrams, graphs, and imagery to form science conclusions.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps** *	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Students	Apply the scientific method and practice the steps.	Teacher-Co-Teacher-administrator, ELL Teacher	9/8/2020-6/21/21	Teacher will administer assessments that are given as collaborative work (labs, projects, and/or other activities). Students should score an average of at least 70% on assessments evaluating the use of the scientific method.	Science teacher Collaborators, ELL teacher,Special Education Teacher and Paraprofessional
All Students	Utilize Cooperative learning using researched based strategies	Teacher-Co-Teacher	9/8/2020-6/21/21	Students will have demonstrated mastery of science concepts through completion of lab reports, data driven softwares, foldables, posters	Science teacher Collaborators, ELL teacher,Special Education Teacher and Paraprofessional

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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				and/or different constructive response essays.	
2. Essential Action/Research-Based Strategy: To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Students	Make connections using the scientific method and natural processes.	Teacher-Co-Teacher	9/8/2020-6/21/21	Students will participate in at least 2 science labs per quarter making connections between structural components and natural processes.	Science teacher Collaborators,Special Education Teacher and Paraprofessional
All Students	Have students utilize Canvas discussion board	Teacher-Co-Teacher	9/8/2020-6/21/21	Teacher will post open response questions on Canvas discussion board weekly. Students will participate in Canvas class discussions demonstrating proficiency on newly introduce content	Science teacher Collaborators,Special Education Teacher and Paraprofessional
3. Essential Action/Research-Based Strategy: To incorporate within in lesson planning strategic components and re-teaching using cooperative learning strategies to revisit and reinforce student learning					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
English Language Learners	Use analogies to relate new concepts to previously learned concepts and activate students' prior language using cooperative learning strategies.	Teacher-Co-Teacher	9/8/2020-6/21/21	Teacher will provide assignments, graphic organizers, Canvas word wall, peer review activities and	Science teacher Collaborators- Special Education Teacher and Paraprofessional

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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				assessments in order for students to demonstrate mastery of benchmark	
English Language Learners	Differentiate instruction by posting new vocabulary terms in canvas for student access.	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments graphs, maps and graphic organizers and along with assessments will be used.	Science teacher Collaborators,Special Education Teacher and Paraprofessional
English Language Learners	Provide picture glossaries (quizlet) for students to use metacognition in their learning.	Teacher-Co-Teacher	9/8/2020-6/21/21	Students will create flashcards with pictures, definitions and key facts and score at least 70% on their vocabulary assessments per unit.	Science teacher Collaborators,Special Education Teacher and Paraprofessional

STRAND I: TEACHING FOR LEARNING					
DOMAIN: Reading					
SMART Goal(s): During the 2020-21 School Year, students who have attended school for 30 days, including students receiving special education and ELL services, will be able to draw conclusions and create inferences using textual support. Goal # 1 Students will increase knowledge and skills in Reading, Research and Writing by 80% or above on the posttest as measured by pretest assessments for each unit in a given quarter. Goal # 2 Students will participate in no fewer than two breakout sessions, including sessions before and after school to receive individualized instruction in areas of needs.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Use direct instruction and cooperative learning structures to teach skills and strategies.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

All Students	Teachers provide direct instruction in the use of text features, using teacher created materials. Teachers will create formative or summative pretests where the students will assess prior knowledge before , during and after instructions for each unit within a given quarter.	Teacher/ Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments; Usage/progress data from . Teachers will maintain a current table displaying each student's scores from the pretest to the post test.	-Principal,Reading Specialist English teacher, Special Education Teacher and Paraprofessional

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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All Students	Teacher will design unit pretests along with using MAP assessment results to individualize instructions for specific students, including those with IEP'S and WIDA status.	Teacher/ Co-Teacher	9/8/2020-6/21/21	The students will average 70 % on Classroom assignments and assessments; Usage/progress data from making inferences , drawing conclusions , identifying main ideas , annotations, using context clues In addition 90% students will turn in no fewer than two writing products that reflect the 5 stages in the writing process.	-Principal, Reading Specialist English teacher,Special Education Teacher and Paraprofessional
All Students	Restructure student schedules to accommodate results of reading. Students will spend no fewer than three hours weekly utilizing online resources such as Lexia , and other Apps to advance each student's capacity for excellence in the academic domains.	Reading Specialist/School Counselor	9/8/2020-6/21/21	Teachers will utilize the pretest data, including informal questions, exit tickets, short responses, and tests / quizzes to individualize instruction so that students average at least 80 % of the collective unit assessments for a given quarter.	-Principal, Reading SpecialistEnglish teacher,Special Education Teacher and Paraprofessional
All Students	Acquire licenses and supplemental technology in order to support teachers with instruction and remediation for	Reading Teacher Specialist/ACPS Literacy Coordinator	9/8/2020-6/21/21	Teacher will administer the supplemental technology in the form of a diagnostic test	Reading SpecialistEnglish teacher,Special Education Teacher and Paraprofessional

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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	GenEd students and those students that require specialized instruction (SPED, ELL) Teachers will keep an accurate table to analyze and share biweekly progress reports with individual students and parents. Teachers will disseminate data reports to celebrate students' success in learning with parents , students and other stakeholders.			or pre-assessment by using (Lexia, CommonLit, and Newsela) which will measure reading fluency and comprehension and students' instructional level. By the end of each semester students will increase their reading proficiency by one reading level.	
2. Essential Action/Research-Based Strategy: Use direct instruction and cooperative learning structures to teach skills and strategies.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Students	Provide direct instruction in identifying the author's purpose,using teacher created materials.	Teacher-Co-Teacher	9/8/2020-6/21/21	Teacher will maintain a journal displaying the number of hours students use online academic support, including assessments results. Classroom assignments and assessments; Usage/progress data	Reading Specialist English teacher, Special Education Teacher and Paraprofessional

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OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

All Students	Provide direct instruction in identifying critical information in a passage,using teacher created materials.	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments; Usage/progress data	Reading Specialist English teacher, Special Education Teacher and Paraprofessional,
All Students	Provide direct instruction in identifying the main idea.	Teacher-Co-Teacher	9/8/2020-6/17/21	Classroom assignments and assessments; Usage/progress data	Reading Specialist English teacher, Special Education Teacher and Paraprofessional,
All Students	Provide direct instruction in English language conventions & idioms	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments	Reading Specialist English teacher,Special Education Teacher and Paraprofessional
All Students	Provide direct instruction in word analysis strategies to enhance vocabulary development	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments; Usage/progress data	Reading Specialist English teacher, Special Education Teacher and Paraprofessional
All Students	Provide direct instruction in using details in text to draw conclusions.	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments; Usage/progress data	Reading Specialist English teacher
3. Essential Action/Research-Based Strategy: Use direct instruction and cooperative learning structures to teach skills and strategies.					
Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

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OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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All Students	Have students use outlines and graphic organizers to scaffold comprehension.	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom assignments and assessments.	Reading Specialist English teacher,English teacher,Special Education Teacher and ParaprofessionalCollaborators-Special Education Teacher and Paraprofessional and ELL Teacher
English Language Learners	Provide visual, kinesthetic & audible supplementary supports to enhance language comprehension.	Teacher-Co-Teacher	9/8/2020-6/21/21	Classroom materials & teacher log.	English teacher Collaborators- Co-teacher ELL Teacher and Special Education Teacher and Paraprofessional

STRAND I: TEACHING FOR LEARNING
DOMAIN: Attendance
SMART Goals): During the 2020-21 School Year, we will improve attendance for students who are enrolled at CFC, including students receiving special education and ELL services, by implementing strategies in accordance with the MTSS framework.
ACTION PLAN
1. Essential Action/Research-Based Strategy: For Tier 3 students, we will monitor daily and intervene as required, using school, community, and judicial resources, including but not restricted to restorative practices.

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Tier 3 Students	Using virtual and hybrid methods, cultivate an atmosphere where students feel respected and safe by implementing community circles and restorative circles, students conversation café	All Staff	9/8/20-6/21/21	Community Circle Notes SST referral forms PBIS bulletin board Virtual Awards Assembly	Lead: Administrator and Social Worker Collaborators: SST and Staff
All Tier 3 Students	Work to ensure that the students are connected to positive supports and programs to foster regular and consistent attendance.	All Staff	9/8/20-6/21/21	Communication Logs/Meeting Minutes.	Lead: Administrator and Social Worker Collaborators: SST and Staff
All Tier 3 Students	Collaborate with the student's probation officer.	Social Worker	9/8/20-6/21/21	Communication Logs.	Lead: Social Worker and Administrator
All Tier 2 Students	Implement court supervision and sanctions.	Social Worker	9/8/20-6/21/21		Lead: Social Worker and Administrator
2. Essential Action/Research-Based Strategy: For Tier 2 students, we will monitor daily and intervene as required, using school and community resources, including but not restricted to restorative practices. ,.					

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Tier 2 Students	Nurture staff interest and build capacity in helping to reach out to chronically absent students and their families. Inform the school nurse of absence issues in regards to health or medical needs. Inform the SST in regards to any student trauma or or distress related issues.	All Staff	9/8/20-6/21/21	Training handouts/Communication Logs, electronic health records, parent resources	Lead: Social Worker, administrator Collaborators: SST and Staff
All Tier 2 Students	Assess student and family needs and intensify outreach by using a combination of virtual and hybrid methods to increase attendance	All staff	9/8/20-6/21/21	Communication Logs/Attendance Referral Documentation, attendance records, PowerSchool, virtual award certificate, attendance contract, academic contract	Lead: Administrator and Social Worker,Collaborators: SST and Staff Collaborators: SST and Staff
All Tier 2 Students	Based on daily monitoring contact with students and parents regarding absences.	Social Worker	9/8/20-6/21/21	Communication Logs.	Lead: Social Worker Collaborators: SST and Support Specialist
All Tier 2 Students	Consultation with truancy outreach specialist .	Social Worker	9/8/20-6/21/21	Communication Logs, Telephone Contacts.	Lead: Social Worker

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OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

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All Tier 2 Students	Consider referral to Court Attendance Review Panel.	Social Worker	9/8/20-6/21/21	Communication Logs, Telephone Contacts.	Lead: Social Worker
All Tier 2 Students	In-school counseling and/or check-in and check-out with students.	Social Worker	9/8/20-6/21/21	Communication Logs.	Lead: Social Worker and Administrator Collaborators: SST
All Tier 2 Students	Case consultation with SST members and administrator.	Social Worker	9/8/20-6/21/21	Progress notes.	Lead: Social Worker and Administrator Collaborators: SST
All Tier 2 Students	Develop an attendance improvement contract.	Social Worker	9/8/20-6/21/21	Communication Logs, Attendance Contract.	Lead: Social Worker

3. Essential Action/Research-Based Strategy: For Tier 1 students, we will monitor daily and intervene as required, using school resources, including but not restricted to restorative practices.
.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Tier 1 Students	Maintain student engagement and positive communication during virtual pull-out sessions and individual conferences with students and parents	Social Worker	9/8/20-6/21/21	Progress notes, communication log	Lead: Social Worker Collaborators: SST
All Tier 1 Students	printed school calendar and parent teacher conference to inform of attendance .	Social Worker	9/8/20-6/21/21	Progress notes, communication log	Lead: Social Worker Collaborators: SST

STRAND II: SCHOOL ENVIRONMENT
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

DOMAIN: Parent and Family Engagement

SMART Goal(s): During the 2020-21 School Year, parents and families of students who have attended school for 30 consecutive days, including students receiving special education and ELL services, will increase engagement through participation in CFC planning meetings and informational forums, school recognition programs, and community events.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Promote and encourage parent participation in school activities and processes.

Focus Area *[Grade Level/Student Group(s)/Educators]* **Strategic Plan Goal** *[i.e. 1.1, 2.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
All Students	Foster positive relationships among school staff members, students, parents, and family by building capacity to communicate effectively and collaboratively regarding student performance, progress, and needs.	All Staff	9/8/20-6/21/21	Communication Logs /Document Copies.	Lead: Principal Collaborators: Family Engagement Committee
All Students	Implement strategies to increase opportunities for positive person to person interactions among school staff through the use of methods such as:Virtual principal's breakfasts,Virtual family dinner nights, safe home visit by dropping off gifts for students, awards programs, and positive conferences/phone calls.	All Staff	9/8/20-6/21/21	Communication Logs /Document Copies/Flyers.	Lead: Principal Collaborators: Family Engagement Committee
All students	Engage with family and community members utilizing culturally competent practices including, but not limited to, ensuring that information is provided in the dominant language or preferred communication method, infusing education about various cultures to raise awareness, mentorships, and foster appreciation.	All Staff	9/8/20-6/21/21	Communication Logs /Document Copies.	Lead: Principal Collaborators: Family Engagement Committee

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

OVERARCHING SCHOOL GOAL: To improve students academic performance and increase students' social and emotional skills

Click here to enter text

All students	Provide useful information and resources to parents and families through the distribution of on-line and hard copy newsletters, community agency contact information, and informational forums.	All Staff	9/8/20-6/21/21	Communication Logs /Flyers/Newsletters/ Document Copies.	Lead: Principal Collaborators: Family Engagement Committee
All Students	Invite and encourage parents and family members to actively participate and partner with the school in student educational and behavioral planning processes by demonstrating flexibility with regard to parent's /guardian's schedules, dominant language, and communication styles.	All Staff	9/8/20-6/17/21	Communication Logs /Meeting Notices/Document Copies.	Lead: Principal Collaborators: Family Engagement Committee

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Accountability and Research

OVERARCHING DEPARTMENT GOAL:

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We will model the use of planning, measurement, and improvement through improvement science, systems thinking, and appreciative inquiry in support of an organizational culture focused on equity to illuminate, understand, and disrupt predictable patterns of success and failure, redesign the systems and practices that perpetuate them, and to learn from each other.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*				
Reopening of Schools ***SEAL ▪Technology ▪ Meal Distribution***	***Policy Equity Audit***	***Renaming of Schools***	***Strategic Plan Implementation*** ***Action Planning ▪ Monitoring Metrics***	***Academic Disparities*** ***TAG ▪ PreK-2 Literacy ▪ SWD ED Black Males*** ***Hispanic Male Graduation Rates***

RELEVANT DATA		

Identify two SMART Goal(s):

1. **Test Administration**-Continue to improve the implementation of standardized test administration as evidenced by equitable access to virtual and/or in-person assessments
2. **Data Analysis**-Continue to support schools and the division by building capacity to analyze data to address disproportionalities.

- **SY 2021 Areas of Focus: Reopening of Schools - Academic Disparities**
- **Re-Opening/Virtual Plus+ Learning Model: Both**

OVERARCHING DEPARTMENT GOAL:

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ACTION PLAN					
1. Essential Action/Research-Based Strategy: Support schools in the implementation of division-required assessments delivered both virtually and in-person.					
Evidence Driving This Essential Action: Federal and state requirements as well as division plans (Continuity of Learning 4.0 and 5.0) in the implementation of these requirements.					
Plan to Assess Progress: Collect and analyze participation in virtual assessments and/or in-person assessments and look for potential disproportionalities in access. Elicit feedback from stakeholders to better understand facilitators and constraints in achieving universal access.					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
STCs & School building staff Student Accessibility and Support	Per Continuity of Learning Playbook, prioritize SEL, MAP, and just-in-time classroom-based assessments. Deprioritize other division required assessments (no CogAT, NNAT, MDA, PSAT).	All	July - June	Evidence: Assessment participation analysis. Continuity of Learning emphasis on SEL, MAP, and just-in-time classroom-based assessments. Artifacts: Division-wide testing calendar displays prioritization	Clinton Page (monthly)
STCs & School building staff Instructional Excellence	Facilitate schools in the development of collaborative school building testing teams and sharing best practices in coordinating testing teams. These teams are to be led by STCs and to include school representatives from SWD, EL, administration, technology & counseling.	STCs	September - June	Evidence: DoA will continuously monitor the school testing team Artifacts: Google document to track meeting dates.	Cecilia Najera (monthly)
Central office departments & school building staff Instructional Excellence	Coordinating cross-functional planning teams for in-person assessment(s): SOL, WIDA. Ensure two-way communication processes are in place.	All	September - June	Evidence: Participation analysis. Artifacts: Meeting notes.	Clint Page (bi-weekly)

OVERARCHING DEPARTMENT GOAL:

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School staff Student Accessibility and Support	Continue collaboration with EL Office on ensuring schools are capturing EL student SOL accommodations in PowerSchool.	Angi Green	December	Evidence: Analysis of accommodations by school showing the screen is used and date of edit. Artifacts: Training documentation	Clinton Page (weekly)
EL Office & Specialized Instruction Instructional Excellence	Collaborate with SI and EL Offices to plan a coordinated communication and training effort to school contacts from each office providing expectations and protocol for ensuring students receive appropriate accommodations.	Angi Green	October - June	Evidence: Department communications from EL and SI to lead teachers copy DoA Artifacts: Training materials posted on Canvas	Clint Page (monthly)
2. Essential Action/Research-Based Strategy: Facilitate school analysis of student data in support of MTSS tiering of students through the use of diagnostic, formative, and summative data to inform appropriate interventions or strategies.					
Evidence Driving This Essential Action: Differences in performance/achievement of students receiving Tier 2 and Tier 3 interventions varies by school,					
Plan to Assess Progress: School data teams are equipped to discuss analysis of student data in quarterly chats.					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Schools Systemic Alignment	Develop and deliver professional learning around analyzing student growth as measured by MAP Growth Assessment.	Angi Green	August – September	Evidence: Professional Learning training materials posted on Canvas Artifacts: Reports posted to school folders	
Schools Instructional Excellence	Incorporate shared learning about MAP assessment reporting in Data Cohort session	ALL	September - December	Evidence: Data Cohort agenda Artifacts: Plus/Delta, Reflections from STCs	Clinton Page (four times a year)

OVERARCHING DEPARTMENT GOAL:

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Department of TLL and Student Services Systemic Alignment	Student Data Tracker updated(?) in collaboration with Teaching, Learning and Leadership and Student Services to provide guidance to schools with support for implementation	Jennifer Whitson	July - October	Evidence: Data Tracker template sent to schools Artifacts:	Clinton Page (one- time)
Department of TLL Systemic Alignment	Collaborate with Teaching, Learning, and Leadership School Improvement Team as a thought partner in developing data discussion protocol examples for schools.	Angi Green	September - June	Evidence: Meeting minutes, Data Literacy Toolkit Artifacts:	Clint Page (monthly)
3. Essential Action/Research-Based Strategy: Collaborate on leading division equity conversations through targeted data analyses. Ensure plans are founded upon illuminating current inequities and plans for systematically addressing and removing barriers					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
ALL Stakeholders Systemic Alignment	Introduce an equity dashboard as the primary reporting mechanism.	Jennifer Whitson and Angela Green	November-February	Evidence: KPI outcomes reported via equity dashboard Artifacts: Board presentation	Clint Page (February)
Department of TLL and Student Services Systemic Alignment	Analyze disproportionality in formative and summative measures for all KPIs	Jennifer Whitson, Angela Green, in collaboration with Student Services	January-February	Evidence: Dashboard Artifacts: Board update presentations	Clint Page (February, April, June)

OVERARCHING DEPARTMENT GOAL:

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Schools Systemic Alignment	Support school-level analysis of KPI disaggregated data (school dashboard page)	Jennifer Whitson and Angela Green	March-April	Evidence: Dashboard school page Artifacts: Data Cohort agenda, Notes from data cohort facilitated discussions	

Identify two SMART Goal(s):
1. PD for ACPS- By June, have completed all data cohort professional learning sessions with 85% or more of participants stating that the professional learning opportunities have positively impacted their ability to perform data-related job duties within their work location as measured by a survey.
2. By June, 100% of DoA staff will have met 100% of their personal professional development objectives for the year and shared their learning with the team.

- **SY 2021 Areas of Focus: Strategic Plan Implementation**
- **Re-Opening/Virtual Plus+ Learning Model: Both**

ACTION PLAN

1. Essential Action/Research-Based Strategy: Increase school leader capacity in utilizing data to inform decision-making and seeking continuous improvement within their context.

Evidence Driving This Essential Action: Differentiated data use within schools by coaches and school-leadership in informing school practices as evidenced by previous SIPs and quarterly chats.

Plan to Assess Progress: Formative surveys of data cohort members throughout the year and data use during quarterly chats with schools.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
School-Based Coaches	Collaborate with Curriculum to develop a structure and learning objectives for school coaches four times a year	Clint	October	Evidence: Artifacts: Meeting minutes and	Clint Page (weekly)

OVERARCHING DEPARTMENT GOAL:

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Instructional Excellence	professional learning days			stated learning objectives in Coaches Professional Learning sessions	
School-Based Coaches Instructional Excellence	Develop training materials and implement professional development to supplement work with all school coaches within the Data Cohort structure and allow time for across school collaboration, learning, and share-outs	All	November - May	Evidence: Participant Survey Artifacts: Training Materials,	Clint Page (monthly)
School-Based Coaches Instructional Excellence	Leverage past data cohort training materials to develop an electronic repository of resources to support coaches	Cecilia	November - May	Evidence: Artifacts: Canvas Data Cohort section training materials	Clint Page (monthly)
School-Based Coaches Instructional Excellence	Facilitate the sharing of best practices in data analysis and data discussions across schools by identifying schools with promising practices and having these schools lead portions of the data cohort trainings.	All	November - June	Evidence: Participant Survey Artifacts: Data Cohort Training Materials	Clint Page (monthly)
School-Based Coaches Instructional Excellence	Conduct formative feedback loops to determine the extent to which data cohort needs were met and impact on staff's ability to perform data-related job duties.	Tina	November - June	Evidence: Feedback/Survey Results from Data Cohort Members Artifacts:	Clint Page (quarterly)
2. Essential Action/Research-Based Strategy: All DOA staff will engage in individualized professional development plans aligned to division and department goals of racial equity and present a summary of their learning to the full team to inform future department actions.					
Evidence Driving This Essential Action: Past qualitative data from internal team noting need to extend racial equity learning opportunities beyond division offerings.					
Plan to Assess Progress: Formative exit tickets and check-in forms throughout the year					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

OVERARCHING DEPARTMENT GOAL:

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Goal *[i.e. 1.1,6.3]*					
DOAR Staff Systemic Alignment	Individual staff members will brainstorm and submit their professional development plans to their supervisor crosswalking plan to Department Plan	All	by November 15	Evidence: Artifacts: All staff have submitted plan proposals	Clint (weekly)
DOAR Staff Strategic Resource Allocation	Develop and implement system for formative tracking of plan progress through staff one-on-one meetings	All	by November 30	Evidence: Artifacts: One-on-One Agendas	Clint (monthly)
DOAR Staff Strategic Resource Allocation	Based on Professional Learning Plans schedule times for the entire year for when individual learning will be turned around to the full team	All	by January 30	Evidence: Artifacts: Calendar Completed and Meetings Scheduled in Zimbra	Cecilia (monthly)
DOAR Staff Systemic Alignment	Department staff participate in individual and group professional learning focused on racial equity	All	by June 1	Evidence: Artifacts: All staff participate in PD	Clint (quarterly)
DOAR Staff Strategic Resource Allocation	Individual staff members share out after attending their own personal professional development to the team	All	by June 30	Evidence: Artifacts: Staff Meeting Minutes	Clint (monthly)
DOAR Staff Systemic Alignment	Department staff use what is learned from group PD and incorporate into internal PD designed at building capacity within the Division	All	by June 30	Evidence: Artifacts: PD identified and evidence of incorporating learned knowledge or strategies is evident	Clint (monthly)

OVERARCHING DEPARTMENT GOAL:

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We will model the use of planning, measurement, and improvement through improvement science, systems thinking, and appreciative inquiry in support of an organizational culture focused on equity to illuminate, understand, and disrupt predictable patterns of success and failure, redesign the systems and practices that perpetuate them, and to learn from each other.

Identify two SMART Goal(s):

1. By June 2021, the Department will have led the implementation of the ACPS 2025 strategic plan through plan development, measurement identification, and updates on key performance indicator baseline data.

2. By June 2021, the Department will have led the implementation of the strategic plan through

- **SY 2021 Areas of Focus: Strategic Plan Implementation**
- **Re-Opening/Virtual Plus+ Learning Model: Both**

ACTION PLAN

1. Essential Action/Research-Based Strategy: Lead measurement identification efforts for the ACPS 2025 strategic plan. Provide the Board regular, formative updates on students' academic progress and on implementation levels of key strategic areas of focus, focused on improving student progress.

Evidence Driving This Essential Action: New plan requires operationalizing KPI and establishing baseline metrics.

Plan to Assess Progress: Quarterly updates to the School Board.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strategic Plan Committee Systemic Alignment	Ensure key metrics are identified within proposed strategic plan focusing on prioritization and alignment to theory of action.	Clint, Angi, Jennifer W.	December - March	Evidence: KPIs and how these are to be reported annually Artifacts:	Clint (monthly)
DOAR Systemic	Begin planning additional measurement needs as identified under the new strategic plan.	Clint, Angi, Jennifer W.	June	Evidence: Project plan for instrument development and implementation.	Clint (monthly)

OVERARCHING DEPARTMENT GOAL:

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Alignment				Artifacts:	
2. Essential Action/Research-Based Strategy: Develop and lead implementation efforts for the ACPS 2025 strategic plan.					
Evidence Driving This Essential Action: This is the first year of the new strategic plan, and also a division focus area for 2020-21, which requires implementation across the division and schools.					
Plan to Assess Progress: Completion of the specified action steps as well as progress across the implementation plan					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
DOAR Systemic Alignment	Develop an initial implementation plan based on key drivers and identifying objectives and lead a collaborative implementation effort	Clint, Tina, Jennifer W.	July - October 2020	Evidence: Progress on objectives Artifacts: Documented implementation plan	Clint (bi-weekly)
ALL ACPS Systemic Alignment	Facilitate creation and ensure alignment of primary driving documents with the strategic plan including Budget Priorities, Areas of Focus, Superintendent's Evaluation, and School/Department Improvement Plans.	Clint, Tina, Jennifer W	September - October 2020	Evidence: School Board Approval of Budget Priorities, Areas of Focus, and SuperintendentEvaluation template Artifacts: SIPs and DIPs	Clint (monthly)
ALL ACPS Systemic Alignment	Provide regular updates on impact and implementation of the strategic plan	Tina, Amber, Clint		Evidence: Artifacts: Board briefs as related to strategic plan implementation	Clint (monthly)
ALL stakeholders Systemic Alignment	Develop a plan to review and revise the strategic plan annually through a collaborative process.	Clint, Tina, Jennifer W	January - June	Evidence: survey data Number of focus groups and forums held including a breakdown by stakeholder group Artifacts:	Clint (quarterly)

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

We will model the use of planning, measurement, and improvement through improvement science, systems thinking, and appreciative inquiry in support of an organizational culture focused on equity to illuminate, understand, and disrupt predictable patterns of success and failure, redesign the systems and practices that perpetuate them, and to learn from each other.

3. Essential Action/Research-Based Strategy: Adopt systems thinking by using existing structures and processes to facilitate targeted and aligned actions through a problem focus.

Evidence Driving This Essential Action: Historical evidence of solutionitis.

Plan to Assess Progress: Completion of the following key action steps.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
DOAR Systemic Alignment	Support TLL by modeling continuous improvement best practices through the development, monitoring, and revision of School and Department Improvement Plans	Clint, Angi	September-June	Evidence: SIP/DIP meetings and feedback Artifacts: SIP/DIP feedback	Clint, Angi (quarterly)
DOAR Systemic Alignment	Lead senior leadership team in applying continuous improvement principles throughout the COVID-19 school closures and corresponding activities.	All	July- June	Evidence: Artifacts: Completed and revised driver diagram and surveys Reports to the School Board	Clint (monthly)
DOAR Systemic Alignment	Submit, **win** selection process, and present at national Carnegie Summit conference: *Dynamic and Responsive Organizational Leadership in Crisis: The power of shared aims, systems thinking, and measurement for learning in rapid improvement cycles*	Clint, Angi	August-April	Evidence: Application and acceptance documentation Artifacts: Recorded presentation	Clint (monthly)
DOAR Systemic Alignment	Engage in cross-department professional learning course through Harvard RIDES around using continuous improvement theory in advancing educational equity	Clint, Tina, Angi	October - June	Evidence: Monthly meetings with cross-department team members Artifacts: Harvard RIDES documents, meeting notes	Clint (monthly)

4. Essential Action/Research-Based Strategy: Plan for formative evaluations to drive division-wide learning and improvement efforts

OVERARCHING DEPARTMENT GOAL:

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Evidence Driving This Essential Action: Department calendar for (program) evaluation has sunset.

Plan to Assess Progress: Development of a plan to identify a prioritized multi-year evaluation calendar.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
DOA Systemic Alignment	Assist Partnerships in their lead of a collaborative effort to create an implementation/action plan by identifying next steps and evaluation "hand-off" to facilitate effective implementation and monitoring.	Clint, Tina	September-June	Evidence:Completed Implementation Plan & schedule Artifacts:	Clint (weekly)
ALL ACPS Systemic Alignment	Develop a plan to use improvement science in identifying and addressing root causes of historic systemic inequities (i.e. Consider special education disproportionality, discipline, early childhood education, chronic absenteeism, access to Talented and Gifted (TAG) programming, access to advanced courses at the secondary level, advanced diploma attainment, and postsecondary enrollment and completion for underserved student groups.)	All	January - June	Evidence: Identification of NIC Artifacts: Completed root cause analysis on a specific area of disproportionality	
ALL ACPS Systemic Alignment	Plan for a needs assessment of the division's five-year evaluation plan by identifying potential topics/initiatives for evaluation aligned to Equity for All: 2025				
ALL ACPS Systemic Alignment	Conduct develop, administer, and analyze division-wide formative pulse surveys and other critical data collection and reporting actions necessary to inform VirtualPLUS and reopening planning.				

Communications

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

Reopening of Schools ▪ ***Social Emotional Academic Learning (SEAL)*** ▪ ***Technology*** ▪ ***Meal Distribution***	***Policy Equity Audit*** ▪ ***Support role***	***Strategic Plan Implementation*** ▪ ***Action Planning*** ▪ ***Monitoring Metrics***	***Renaming of Schools*** ▪ ***The Identity Project Phase One and Two***	

RELEVANT DATA

School & Community Relations Data Report (Sept. 2020)	***The Identity Project Data Report from Phase I***	***Communications Audit Report to SB (Jan. 2020)***
Communications Audit Update (Nov. 2020)	***2025 Strategic Plan: Equity for All: Marketing and Engagement Plan***	***ACPS Family Engagement Initiative Final Report (February 2020)***

Identify three SMART Goal(s):

1. Support the transition to hybrid learning for phased reentry by third quarter 2021.
2. Lead the renaming process for T.C. Williams High School and Matthew Maury Elementary School through The Identity Project to be completed by spring 2021.
3. Implement the *Communication Audit Recommendations* and address the recommendations of the *Family and Community Engagement Evaluation* by December 2021.

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

SY 2021 Areas of Focus:

- Reopening of Schools
- Policy Equity Audit
- Strategic Plan Implementation
- Renaming of Schools

ACTION PLAN

1. Essential Action/Research-Based Strategy: Due to the global pandemic, the school division has closed school buildings since March 2020 causing the division to pivot to a virtual learning model. The school year reopened in Sept. 2020 through the Virtual PLUS+ model and phased reentry plans have been developed to successfully transition students and staff into school buildings by January 2021.

Evidence Driving This Essential Action: To successfully reintegrate students into the classroom when staffing, building and community health metric constraints are no longer a factor based on the Covid-19 pandemic.

Plan to Assess Progress: Bi-weekly updates from the superintendent and senior leadership team at School Board meetings and the Staff Intent to Return Form and the Family Choice Form data.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Reopening of Schools/ *Instructional Excellence*	Support the Dept. of TLL to produce the various phases of the phased reentry plans through development, design and distribution/communication	SCR Chief (lead), ED Communications, ED Community Partnerships & Engagement	March 2020-TBD	Evidence: Completion of 1.0-5.0 Reimagining Schools and Virtual PLUS+ plans Artifacts: Written plans designed and submitted and posted on ACPS website	SCR Chief
Reopening of Schools/ Family and Community Engagement	Conduct outreach to families through the Family & Community Engagement and Outreach teams to support them to navigate challenges of school reopening.	ED Community Partnerships & Engagement	March 2020-TBD	Evidence: School & Community Relations Data Report (Sept. 2020) Artifacts: SCR Board Brief	SCR Chief
Reopening of Schools/ Family and Community Engagement	Establish a Multilingual Virtual Plus+ Helpline to provide families with one-stop customer service line while schools are closed.	ED Community Partnerships & Engagement	Aug. 2020-June 2021	Evidence: School & Community Relations Data Report (Sept. 2020) Artifacts: SCR Board Brief	SCR Chief

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

Reopening of Schools/Student Accessibility and Support	The collective collaborative between ACPS, city of Alexandria, Boys and Girls Club, YMCA and the Department of Recreation is currently serving 260 students free of charge for school day and after-school care.	ED Community Partnerships & Engagement	Sept. 2020-March 2021 (tentative end date based on feasibility)	Evidence: School & Community Relations Data Report (Sept. 2020) Artifacts: SCR Board Brief	SCR Chief
Reopening of Schools/ Family and Community Engagement	Support the reopening of schools through timely and effective communications delivered through the various ACPS channels including the Website, Express/Insider, social media assets, earned media outreach and coverage, videos, multilingual messaging print materials and community meetings.	ED Communications	Ongoing	Evidence: School & Community Relations Data Report (Sept. 2020) Artifacts: ▪ SCR Board Brief ▪ Phased Reentry Community Meetings Data	SCR Chief
2. Essential Action/Research-Based Strategy: With racial equity at the heart of the ACPS 2025 Strategic Plan: Equity for All, the policies and regulations must align to ensure that equitable practices are instituted across the school division.					
Evidence Driving This Essential Action: Identified academic disparities and practices that support racial inequity.					
Plan to Assess Progress: TBD					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Policy Equity Audit/ Systemic Alignment - Instructional Excellence	Support the work of the Equity and Alternative Programs Team and the School Board to review policies and regulations for alignment to racial equity as outlined in the Strategic Plan.	SCR Chief	Ongoing	Evidence: Project plan presented to the SB and is in process. Artifacts: TBD	SCR Chief
3. Essential Action/Research-Based Strategy: Implement the *Communication Audit Recommendations* and address the recommendations of the *Family and Community Engagement Evaluation.*					
Evidence Driving This Essential Action: Recommendations from the audit and evaluation illustrated areas of focus for the SCR team to strengthen communications and family and community engagement.					
Plan to Assess Progress: Development of the 2021-23 ACPS Strategic Communications and Community Engagement Plan.					

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strategic Plan Implementation/ *Systemic Alignment - Instructional Excellence*	Develop and finalize ***2025 Strategic Plan: Equity for All: Marketing and Engagement Plan***.	SCR Chief (lead), ED Communications, ED Community Partnerships & Engagement	June 2020-June 2021	Evidence: Objective One: 80% of staff will know that Racial Equity is the heart of ACPS' work for the next five years **Artifact: Evaluation - 2025 Staff Survey conducted in spring 2021** Evidence: Objective Two: 80% of staff will have an awareness of ACPS' vision, mission and core values over the next five years **Artifact: Evaluation - 2025 Staff Survey conducted in spring 2021** Evidence: **Objective Three:** 80% of students and families have an awareness that ACPS has a new strategic plan with racial equity at heart. **Artifact: Evaluation - 2025 climate survey conducted in spring 2021**	SCR Chief (lead), ED Communications, ED Community Partnerships & Engagement
4. Essential Action/Research-Based Strategy: To assess whether a name change has support across the entire student body at T.C. Williams High School, the Matthew Maury Elementary School community, and among all key demographic groups in the wider Alexandria community.					

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

Evidence Driving This Essential Action: In June 2020, the School Board received a petition to rename T.C. Williams HS and voted to charge the superintendent to begin a robust public community engagement process to consider the name change. On Aug. 6, 2020, following the School Board's decision to move ahead to consider changing the name of T.C. Williams High School, the School Board received a second petition requesting they consider changing the name of Matthew Maury Elementary School. Following the petition of more than 100 signatures, the School Board voted on Sept. 17, 2020 to begin the public engagement process to consider renaming Matthew Maury Elementary School. The process began under the brand of The Identity Project.

Plan to Assess Progress: Monitored participation through analytics and data from community and student conversations, read-ins and community survey. Data compiled into report below. Phase Two data report to be compiled after completion in spring 2021.

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Renaming of Schools/ *Systemic Alignment - Family and Community Engagement*	PHASE ONE: Develop a robust public community engagement process and plan to consider name changes. Instead of two separate processes, it was decided to enlarge the education and engagement around the consideration of a name change for T.C. Williams, include Matthew Maury, and have both conversations at the same time. This would streamline and align the process while also recognizing that each would need their own separate considerations and forums. **The process had to:** • Be student-led with the support of ACPS staff • Ensure the voices of all students, not just a few, are heard and represented • Educate students in age-appropriate ways on the history of the City of Alexandria, T.C. Williams and Matthew Maury, the individuals, and both school histories • Incorporate the voices of key stakeholders in the community who believe ACPS has not listened to them fully in the past • Involve the '71 Titans, other alumni and groups who rely on the support of the alumni, such as	SCR Chief (lead), ED Communications, ED Community Partnerships & Engagement	Aug. 2020-Nov. 2020	Evidence: **Phase I The Identity Project:** **Communications and Engagement Plan** https://docs.google.com/document/d/1T7BiLVD7l4rv_TSiwop6GzY-n7dpZfEe5iO9N4c4RTQ/edit#heading=h.ll6i7cds2q2 **Phase I Data Report:** https://docs.google.com/document/d/1T7BiLVD7l4rv_TSiwop6GzY-n7dpZfEe5iO9N4c4RTQ/edit# Artifacts: School Board voted to rename schools on Nov. 23, 2020 following completion of Phase One.	SCR Chief

OVERARCHING DEPARTMENT GOAL:

Support an understanding of the mission, vision and values of the 2025 Strategic Plan: Equity for All through the development and implementation of the ACPS Strategic Communications and Community Engagement Plan.

	the Scholarship Fund of Alexandria • Be sensitive to the timing of the process and more pertinent needs of students during a pandemic • Tied in with the *2025 Strategic Plan: Equity for All* communication and engagement work • Align with ACPS' internal racial equity work and *2020-21 Areas of Focus*				
Renaming of Schools/ *Systemic Alignment - Family and Community Engagement*	PHASE TWO: To select new names for T.C. Williams High School and Matthew Maury Elementary School that are in keeping with ACPS' values and that have broad community support. This will be the first time that ACPS has been required to rename a facility/school. **NAMING SUGGESTION PROCESS:** • Student Essay/Poster Campaign to research names and propose options to consider • Students and community submit name suggestions • School Board clerks collate name suggestions • Launch a community poll where the public can view submissions for suggested names and vote on their favorite via a form on the ACPS website • Top six names for each school go to a public/community vote • Top three names for each school presented to the School Board for a decision on the final name	SCR Chief (lead), ED Communications, ED Community Partnerships & Engagement	Dec. 2020-April 2021	Evidence: By December 9, 2020, inform all key stakeholders about the School Board's vote to move forward and inform the community about how they can be involved in the selection of the new names. *Artifact: Evaluation - Feedback, media vehicle views/clicks and stories published* Evidence: By March 4, 2021, the School Board will have 3 options for each school - all with general community support - from which to select new names for T.C. Williams and Matthew Maury. *Artifact: Evaluation Data and 3 recommendations submitted to the Board by March 4, 2021.* Artifact: *The Identity Project (Phase I): Communications and Engagement Plan*	SCR Chief

Teaching, Learning, and Leadership

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

ACPS Equity for All 2025 Strategic Plan Goal Areas				
Systemic Alignment	***Instructional Excellence***	***Student Accessibility and Support Strategic***	***Resource Allocation***	***Family and Community Engagement***
Reopening of Schools ☒***Social Emotional Academic Learning (SEAL)*** ☐***Technology*** ☐***Meal Distribution***	☐***Policy Equity Audit***	☐***Renaming of Schools***	***Strategic Plan Implementation*** ☒***Action Planning*** ☒***Monitoring Metrics***	***Academic Disparities*** ☒***Talent and Gifted (TAG)*** ☒***PreK–2 Literacy*** ☒***Students With Disabilities (SWD)*** ***Emotional Disabilities (ED) – Black Students*** ☒***Hispanic Male Graduation Rates***

RELEVANT DATA

Link: ACPS 2020 SCORECARD

See section 1, Academic Excellence and Educational Equity, pp. 1-7

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Identify Two Specific, Measurable, Attainable, Results-oriented, and Time-bound (SMART) Goals:

- By August 2021, the Department of Teaching, Learning, and Leadership (TLL) will address 100% of the academic disparity focus areas identified for SY 2020–2021 (e.g., Black Students With Disabilities, English Learners (ELs), Hispanic Males), as outlined in the ACPS 2025 Strategic Plan and evidenced by: *analyses of current district data, the identification of significant contributing factors, and a strategic plan of actions* approved by the superintendent and School Board and implemented in the 2020–2021 school year.
- By August 2021, TLL will provide the required curriculum, program development, educational resources, progress monitoring, and professional learning (PL) needed to support the reopening of 100% of ACPS schools, as evidenced by successful implementation of the 2020–2021 Continuity of Learning Plans.

SY 2020–2021 Areas of Focus: (1) Reopening of Schools: SEAL; (2) Academic Disparities: TAG, PreK–2 Literacy, SWD ED – Black Students, Hispanic Male Graduation Rates

ACTION PLAN

1. **Essential Action/Research-Based Strategy:** Department of School Improvement

Facilitate a PL focus in improvement planning to identify key drivers, Problems of Practice, Theory of Change (TOC), metrics, and data points for implementing continuous improvement data cycles.

Status: **Completed**

Evidence Driving the Need for This Essential Action: School Improvement Plans (SIPs) and Department Improvement Plans (DIPs) do not reflect evidence or root-cause analyses and a focus of data cycles, problems of practice, and depth of analyses of relevant data.

Plan to Assess Progress: Make adjustments to SIPs and DIPs and a data inquiry related to the TOC, data cycles, Problems of Learning, and Problems of Practice.

Focus Area Strategic Plan Goal	Action Steps	Person(s)Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring	Status
Systemic Alignment	• Identify enhancements to the SIP/SIP process based on consultations with ACPS staff.	Executive Director of School Improvement Director of Title I Programs	September 2020–October 2020	Evidence: Completed consultation meetings with key staff SIP/DIP modifications Artifacts: N/A	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Develop PL session training content to focus on strategic alignment, coherence, data inquiry reflection, and the role of Problems of Practice to guide action planning.	Executive Director of School Improvement	September 2020	Evidence: Completed presentation material; schedule of systemwide training Artifacts: Presentations; implementation plan	Executive Director of School Improvement	**Completed**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Systemic Alignment	• Conduct PL sessions for all schools and department administrators/teams to guide the SY 2020–2021 enhancements to the SIP and DIP development process (09/18).	Executive Director of School Improvement	September 2020–October 2020	Evidence: Dissemination of DIP/SIP guidance Artifacts: Email correspondence	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Provide guidance to schools and department administrators/teams regarding the timeline and expectations for developing the SY 2020-2021 SIP and DIP.	Executive Director of School Improvement	September 2020	Evidence: Dissemination of DIP/SIP guidance Artifacts: Email correspondence;Assistant Principal meetings presentation content; requests for additional support; email correspondence	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Provide technical assistance to schools and departments to support SIP and DIP development.	Executive Director of School Improvement	October 2020–November 2020	Evidence: Scheduled Teaching Assistant (TA) sessions; feedback from schools Artifacts: Email correspondence; responses for technical assistance	Executive Director of School Improvement Administrative Assistant Office of School Improvement Administrative Specialist Department of Teaching, Learning, and Leadership	**Completed-Ongoing**
Systemic Alignment	• Lead the SIP and DIP review and feedback process for schools and departments.	Executive Director of School Improvement Central Office Reviewers	December 2020–February 2021	Evidence: Feedback; revised SIPs Artifacts: N/A	Executive Director of School Improvement	**Completed-Ongoing**

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Systemic Alignment	• Facilitate the superintendent's Quarterly Chats (QC) progress monitoring.	Executive Director of School Improvement	September 2020–May 2021	Evidence: QC schedule; dissemination of QC progress monitoring; DIP/SIP guidance Artifacts: Email correspondence; AP Meetings; QC presentations; requests for additional support; email correspondence	Executive Director of School Improvement Superintendent	**In Progress**
2. **Essential Action/Research-Based Strategy:** Develop and implement improved collaboration and integration of TLL departments to support continuous improvement in schools.						**Status: Completed-Ongoing**
Evidence Driving the Need for This Essential Action: A collaborative process model does not exist. Informal collaborative processes exist among TLL leaders and when directed by the chief of TLL.						
Plan to Assess Progress: Provide collaborative input and implement Action Steps, including a reflection on future actions to improve collaborative work within TLL to support schools.						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Systemic Alignment	• Develop and revise the ACPS Improvement Conceptual Framework/Process Map and Feedback Cycle. • Provide an orientation to the Coherence Framework.	Executive Director of School Improvement	September 2020–October 2020	Evidence: Draft and revised model Artifacts: Conceptual model diagram	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Schedule and conduct training sessions with TLL departments to introduce the integrated model for support.	Executive Director of School Improvement	October 2020	Evidence: Schedule of training/completed trainings Artifacts: Calendar; training content	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Revise the SIP and DIP review process to include TLL central office team members.	Executive Director of School Improvement Director of Title I Programs School Improvement Coordinator	October 2020–November 2020	Evidence: SIP review tool draft and beta version developed Artifacts: N/A	Executive Director of School Improvement	**Completed**

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Systemic Alignment	• Meet with TLL department leaders to introduce the collaborative SIP review process.	Executive Director of School Improvement	October 2020	Evidence: Completed meeting; SIP review tool Artifacts: N/A	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Schedule and conduct training sessions with TLL departmental staff to review the SIP review tool.	Executive Director of School Improvement	October 2020	Evidence: Completed meeting; SIP review tool Artifacts: Review sign-up sheet	Executive Director of School Improvement	**Completed**
3. **Essential Action/Research-Based Strategy:** Identify, enhance, and support ACPS systems and structures related to high-impact instructional strategies that support academic learning and social and emotional development for a diverse student population in a virtual learning environment.						**Status: Completed-Ongoing**
Evidence Driving the Need for This Essential Action: Currently, ACPS has not developed evidence-based analyses of high-impact instructional strategies that have demonstratively improved achievement for students with persistent achievement disparities.						
Plan to Assess Progress: Develop and implement interdepartmental Action Plans with specified benchmarks to assess progress.						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Systemic Alignment	• Collaborate to develop and implement a revised QC format for SY 2020-2021	Executive Director of School Improvement	December 2020–February 2021	Evidence: QC schedule; dissemination of QC progress monitoring guidance Artifacts: Email correspondence; QC progress monitoring tools/materials; AP Meetings; QC presentations; requests for additional support; email correspondence	Executive Director of School Improvement	**Completed**
Systemic Alignment	• Collaborate to realign PL for school leaders.	Executive Director of School Improvement Talent Development Specialist	October 2020–June 2021	Evidence:PL format presented to the Senior Leadership Team (SLT); interactive calendar model Artifacts: N/A	Executive Director of School Improvement School Improvement Coordinator	**Completed**
Systemic Alignment	• Lead a data work group to support	Executive Director of School	February 2020–	Evidence: Work group scope	Executive Director of	**In Progress**

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

	enhanced data-utilization strategies and monitoring for schools.	Improvement School Improvement Coordinator	June 2021	of work; meeting schedule Artifacts: N/A	School Improvement	
Systemic Alignment	• Collaborate with the Department of Student Services in a work group to design a comprehensive system to monitor Multi-Tiered System of Supports (MTSS) processes and examine the impact of MTSS interventions.	Executive Director of Equity and Alternative Programs Executive Director of School Improvement School Improvement Coordinator	February 2020–June 2021	Evidence: Scope of work and deliverables of plan of action to develop a monitoring system Artifacts: Calendar; meeting notes; scope of work	Executive Director of Equity and Alternative Programs Executive Director of School Improvement School Improvement Coordinator	**In Progress**
Reopening: SEAL	• Collaborate with the Department of Student Services to develop SEAL Mondays system of support for Tier 3 students across all ACPS schools.	Executive Director of School Improvement Executive Director of Student Support Teams (SSTs)	February 2020–June 2021	Evidence: Scope of work and deliverables of plan of action to develop an implementation plan for SEAL Mondays Artifacts: Meeting notes; central office and school correspondence; planning sheets; School Board updates	Executive Director of School Improvement Executive Director of SSTs	**Completed**
4. **Essential Action/Research-Based Strategy:** Use improvement science to identify and address root causes of historic systemic inequities. Consider Special Education (SPED) disproportionality, discipline, Early Childhood education, chronic absenteeism, access to TAG programming, access to advanced courses at the secondary level, advanced diploma attainment, and postsecondary enrollment and completion for underserved student groups.						**Status: Completed-Ongoing**
Evidence Driving the Need for This Essential Action: Currently, ACPS has not developed evidence-based analyses of high-impact instructional strategies that have demonstratively improved achievement for students with persistent achievement disparities.						
Plan to Assess Progress: Develop and implement interdepartmental Action Plans with specified benchmarks to assess progress.						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Academic Disparities Hispanic Male Graduation Rates	• Establish a work group to address Hispanic Male Graduation Rate disparities.	Executive Director of School Improvement Executive Director of SSTs	October 2020–June 2021	Evidence: Analyses and information development prepared for School Board presentation	Executive Director of School Improvement Executive Director of SSTs	**Completed**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

		Executive Director of EL Services Principal of T.C. Williams High School		Artifacts: Calendar; meeting notes; scope of work; School Board presentation	Executive Director of EL Services Principal of T.C. Williams High School	
Academic Disparities	• Collaborate with TLL departments to address historic systemic inequity areas (SPED, TAG/Advanced Coursework, Early Childhood, and Postsecondary outcomes).	Executive Director of School Improvement Executive Director of EL Services Executive Director of Specialized Instruction Executive Director of Instructional Support Executive Director of Equity and Alternative Programs	Ongoing	Evidence: Analyses and information development prepared for School Board presentation Artifacts: Calendar; meeting notes; scope of work; School Board presentation	Executive Director of School Improvement Executive Director of EL Services Executive Director of Specialized Instruction Executive Director of Instructional Support Executive Director of Equity and Alternative Programs	**In Progress**
Systemic Alignment	• Collaborate to realign PL for school leaders to address.	Executive Director of School Improvement School Improvement Coordinator	December 2020–June 2021	Evidence: Presentation to SLT Artifacts: Presentation content; PL meeting agenda	Executive Director of School Improvement	**Completed**

ACTION PLAN

1. **Office of EL Services Essential Action/Research-Based Strategy:** Identify and make available resources that are essential to enhance EL student learning in the virtual learning environment and ensure the curriculum is accessible to EL students. **Status: Completed**

Evidence Driving the Need for This Essential Action: Principal, teacher, and specialist observations of student challenges in the virtual learning environment.

Plan to Assess Progress: Survey teachers regarding the impact of resources made accessible.

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring and Frequency	Status
EL Reopening: SEAL	• Meet with school leaders and EL instructional lead teachers to identify	Executive Director of EL Services	September 2020–October 2020	Evidence: List of needs and resources	Executive Director of EL Services	**Completed**

OVERARCHING DEPARTMENT GOAL: *Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students*

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

PreK–2 Literacy Hispanic Male Graduation Rates	resources needed for students and staff.	Instructional Specialists		Artifacts: Meeting agendas		
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates	• Procure and deliver to schools identified resources for students.	EL Services Business Specialist	October 2020–November 2020	Evidence: Teacher observations that students are using headphones and dictionaries Artifacts: Purchase orders and distribution plan for headsets; bilingual dictionaries	Executive Director of EL Services	**Completed**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates	• Collaborate with other ACPS departments to problem-solve identified needs outside of the EL Office's scope.	Executive Director of EL Services	October 2020–November 2020	Evidence: Milestones met in interdepartmental strategic plans with information and resource allocation (e.g., data on numbers of families receiving kadjeets, Comcast essential plans, and distribution of devices to newly enrolled ELs; critical information available in multiple languages) Artifacts: Technology Services' plans to increase connectivity for students; outreach plans to increase language access for linguistically diverse families; Help line; Education Elements' notes	Executive Director of EL Services Chief of Technology Services Executive Director of Community Partnerships and Engagement Family and Community Engagement (FACE) Center	**Completed**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates	• Research, identify, and post onto Canvas information on EL best practices in virtual instruction.	Instructional Specialists	September 2020–October 2020	Evidence: Observations of teachers utilizing EL best practices in virtual learning; use of breakout rooms Artifacts: ACPS EL best practices in virtual learning document; posted materials on EL Canvas page	Executive Director of EL Services	**Completed**

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

2. **Office of EL Services Essential Action/Research-Based Strategy:** Research, develop, and provide PL on EL Best Practices and Guided Language Acquisition Design (GLAD) in a virtual learning environment to ensure a viable curriculum is accessible to EL students.	**Status: Completed-Ongoing**
Evidence Driving the Need for This Essential Action: Observations of virtual learning instruction; data shared by teachers on EL student participation.	
Plan to Assess Progress: Observations of virtual learning instruction [**TO BE COMPLETED BY INSTRUCTIONAL SPECIALISTS**].	

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring and Frequency	Status
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates **All Staff Professional Development/ Instructional Excellence**	• Provide a PL session to all staff prior to returning to school that supports understanding the best practices for virtual learning.	Instructional Specialists	September 2020	Evidence: Agenda; video Artifacts: Slide deck of SEAL 1 presentation; Best Practices for Virtual Instruction; Going GLAD® Online	Executive Director of EL Services EL Instructional Specialists	**Completed**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates **EL Teachers Professional Development/ Instructional Excellence**	• Provide a PLsession to EL teachers at the elementary and secondary level to introduce Quality Elements of English Language Development (ELD) for Virtual Plus+ to support virtual instruction and planning.	Instructional and Curriculum Specialists	September 2020	Evidence: Agenda; video Artifacts: Slide deck of Specialized Area presentation; Quality Elements of ELD	Executive Director of EL Services EL Instructional Specialists	**Completed**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates **All Staff/ Instructional Excellence**	• Develop exemplar lessons and units to share with staff to support implementation of Quality Elements of ELD for Virtual Plus+.	Instructional and Curriculum Specialists	September 2020–October 2020	Evidence: Exemplar units and lessons Artifacts: ELD Lesson Planning Resources	Executive Director of EL Services EL Instructional Specialists	**Completed**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates **EL Teachers/ Instructional Excellence**	• Conduct nonevaluative observations and walk-throughs to provide feedback on the implementation of EL best practices for virtual learning and Quality Elements of ELD. • Use the "Ladder of Feedback Protocol" and EL Walk-Through Form to provide written feedback via email and Zoom debriefs.	Instructional Specialists	October 2020–March 2021	Evidence: Elementary and Secondary: observations and debriefs Artifacts: EL Walk-Through Form Exemplar;Ladder of Feedback Protocol for Written Feedback & Zoom Debriefs	Executive Director of EL Services EL Instructional Specialists	**Completed-Ongoing**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates **Administrators & Instructional Leaders/ Instructional Excellence**	• Meet with schools to develop areas of growth based on observed instructional practices. • Develop targeted PL (i.e., Professional Learning Communities [PLCs], modeling, coaching, etc.).	Instructional Specialists	December 2020–March 2021	Evidence: Secondary: Met with administration from George Washington (GW) Middle School, Francis C. Hammond (FCH) Middle School, and instructional leaders Artifacts: Overview of Observations and Recommendations; GW Electives Professional Learning Session for ELs	Executive Director of Office of EL Services EL Instructional Specialists	**Completed-Ongoing**
All Staff/ Instructional Excellence	• Provide ongoing professional development to support teachers with language acquisition instructional practices based on	Instructional Specialist	October 2020–June 2021	Evidence: Providing ongoing PL sessions on areas of need and want, including instructional tools, ELD, GLAD training,	Executive Director of EL Services EL Instructional Specialists	**Completed-Ongoing**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

	anecdotal needs as well as observational data.			instruction, assessment, etc. Artifacts: Cooperative Learning Basics in Zoom; Building Language and Literacy in the Virtual Space; Kami for Virtual Learning;GLAD Research and Theory Workshop		
3. **Office of EL Services Essential Action/Research-Based Strategy:** Plan and implement a phased-in approach for the return of EL students to in-person instruction.						**Status: Completed**
Evidence Driving the Need for This Essential Action: Data on the impact of virtual learning on ELs reflecting high rates of internet connectivity challenges and decreased attendance and participation in Zoom classes.						
Plan to Assess Progress: Adhere to guidance provided by the School Board and the superintendent as well as checklists and notes generated by Education Elements for task completions.						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
EL Reopening: SEAL PreK–2 Literacy Hispanic Male Graduation Rates	• Form an EL Office Return to In-Person work group and set standing meeting times.	Executive Director of EL Services	November 2020	Evidence: Identification of work group members Artifacts: Word documents with members, agendas, and meeting notes	Executive Director of EL Services	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Form a larger Return to In-Person EL work group, composed of CO, principal, and teacher representatives and set standing meeting times.	Executive Director of EL Services	November 2020	Evidence: Identification of work group members Artifacts: Word documents with members, agendas, and meeting notes	Executive Director of EL Services EL Office Work Group	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Identify areas of support needed from Education Elements.	EL Office Work Group	November 2020–February 2021	Evidence: Action Plan Artifacts: Word documents with agendas and meeting notes	Executive Director of EL Services EL Office Work Group	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male	• Identify and propose timelines for return by grade-level bands and/or English proficiency level.	EL Office Work Group EL Work Group	November 2020–December 2020	Evidence: Action Plan and scope of work Artifacts: Word documents with agendas and meeting notes;	Executive Director of EL Services EL Work Group	**Completed**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Graduation Rates				School Board PowerPoint presentations		
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Maintain lists of action items and monitor weekly for compliance.	Executive Director of EL Services	November 2020–March 2021	Evidence: Action Plan and scope of work Artifacts: Word documents with agendas and meeting notes	Executive Director of EL Services EL Office Work Group	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Develop and implement an EL Student Prioritization Form and process.	EL Office Work Group EL Work Group	December 2020	Evidence: Action Plan and scope of work Artifacts: EL Student Prioritization Form template, completed forms from schools, guidelines and instructions accompanying forms	Executive Director of EL Services EL Office Work Group	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Develop plans for what instruction could look like, scheduling, and roles of the EL teacher.	EL Office Work Group EL Work Group	January 2021–February 2021	Evidence: Meeting notes Artifacts: Word documents with agendas and meeting notes	Executive Director of EL Services EL Work Group	**Completed**
EL Reopening: SEAL PreK—2 Literacy Hispanic Male Graduation Rates	• Implement plans.	Executive Director of EL Services	March 2021	Evidence: Teacher and student schedules Artifacts: Media reports on students in schools	Executive Director of EL Services EL Work Group	**Completed**

ACTION PLAN	
1. **Essential Action/Research-Based Strategy:** The Office of Specialized Instruction will develop processes to support the reduction of Black Students as Emotionally Disabled.	**Status: Completed**
Evidence Driving the Need for This Essential Action: Disproportionality and identification of Black Students as emotionally disabled for SPED services.	

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Plan to Assess Progress: Examine evaluation data to reduce the percentage of Black Students identified as emotionally disabled						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Specialized Instruction	• Create and hire a position for a Clinical Specialist to support Coordinated Early Intervening Services (CEIS) initiatives and the MTSS interventions process.	Executive Director of Specialized Instruction	July 2020	Evidence: Job description and personnel hiring by August 1, 2020 Artifacts: Schedules and meeting notes	Executive Director of Specialized Instruction Biweekly	**Completed**
Specialized Instruction	• Develop an ongoing professional development series for administrative and instructional staff to address factors relevant to over-identification of Black Students as emotionally disabled.	Executive Director of Specialized Instruction	October 2020–June 2021	Evidence: Lunch-and-Learn series schedules and agendas to address early intervention strategies and support Artifacts: Meeting notes course registrations	Executive Director of Specialized Instruction Biweekly	**Completed**
Specialized Instruction	• Develop a team of dedicated evaluators to complete all referrals for the emotionally disabled evaluation across the division.	Executive Director of Specialized Instruction	January 2021–June 2021	Evidence: Guidance document developed though team collaboration Artifacts: Job descriptions; team planning documents	Executive Director of Specialized Instruction Biweekly	**In Progress**
2. **Essential Action/Research-Based Strategy:** The Office of Specialized Instruction will develop processes necessary to support the superintendent's Return to Hybrid Instruction Plan.						**Status: Completed**
Evidence Driving the Need for This Essential Action: SWD require in-person instruction to fully address needs.						
Plan to Assess Progress: Develop guidance documents and return planning documents.						

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring and Frequency	Status
Specialized Instruction	• Collaborate with the Offices of Student Services, Operations, and Technology to develop the reentry plan for SWD.	Executive Director of Specialized Instruction	August 2020–February 2021	Evidence: Reentry plan documents Artifacts: Meeting notes and schedules	Executive Director of Specialized Instruction Biweekly	**Completed**
Specialized Instruction	• Develop a process to support virtual instruction of all SWD.	Executive Director of Specialized Instruction	September 2020–February 2021	Evidence: Citywide planning documents Artifacts: Schedules and data lists	Executive Director of Specialized Instruction Biweekly	**Completed**
Specialized Instruction	• Develop a process to support the return of SWDin citywide settings to hybrid educational programming.	Executive Director of Specialized Instruction	October 2020–June 2021	Evidence: Data enumerating the return to hybrid instruction Artifacts: Guidance documents; attendance logs	Executive Director of Specialized Instruction Biweekly	**Completed**
Specialized Instruction	• Develop a process to support the return of SWD to hybrid educational programming in general education settings.	Executive Director of Specialized Instruction	October 2020–June 2021	Evidence: Data enumerating the return to hybrid instruction Artifacts: Guidance documents logs	Executive Director of Specialized Instruction Biweekly	**Completed**

ACTION PLAN	
1. **Essential Action/Research-Based Strategy:** The Office of Instructional Support will implement the High School Project.	**Status: Completed**
Evidence Driving the Need for This Essential Action: Determine the capacity issues of T.C. Williams High School and the Capital Improvement Program (CIP) budget timeline.	

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Plan to Assess Progress: Development and implementation of Educational Design Team (EDT) and Industry Advisory Board (IAB) meetings and work products.

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring and Frequency	Status
Instructional Excellence	• Identify EDT meeting dates.	Executive Director of Instructional Support Social Studies + Humanities Instructional Specialist	September 2020–December 2021	Evidence: Meeting dates selected and sent to members Artifacts: N/A	Executive Director of Instructional Support	**Completed**
Instructional Excellence	• Hold IAB meetings.	Director of Career and Technical Education (CTE)	September 2020–December 2021	Evidence: Meetings scheduled Artifacts: Meeting agendas	Executive Director of Instructional Support	**Completed-Ongoing**
Instructional Excellence	• Collaborate on the educational Ed Specs.	Director of Capital Programs, Planning, and Design Health, Physical Education, and Family Life Education Instructional Specialist Executive Director of Instructional Support	September 2020–January 2021	Evidence: Ed Specs developed Artifacts: N/A	Director of Capital Programs, Planning, and Design Executive Director of Instructional Support	**Completed**

2. **Essential Action/Research-Based Strategy:** The Office of Instructional Support will develop processes necessary to support the superintendent's Return to Hybrid Instruction Plan. **Status: In progress**

Evidence Driving the Need for This Essential Action: The pandemic caused ACPS to shift from fully virtual instruction to a hybrid plan for students.

Plan to Assess Progress: Continue with the hybrid instruction in place.

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Time Frame *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts Required)*	Person(s) Responsible for Monitoring and Frequency	Status
Instructional Excellence	• Develop learning packets for grades PreK–5.	Team Leads	September 2020–May 2021	Evidence: Timeline to complete packets	Executive Director of Instructional Support	**Completed**

OVERARCHING DEPARTMENT GOAL:

Re-imagining Continuity of Learning to Ensure Access and Opportunity for All Students

*Insert more rows as necessary. Include a maximum of five to seven Essential Actions/Strategies based on prioritized areas

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

				Artifacts: Learning packets		
Instructional Excellence	• Develop PL on concurrent teaching.	School Improvement Coordinator	December 2020–December 2021	Evidence: PLg documents, videos, and resources identified Artifacts: Canvas page and PL Management System (PLMS)	Executive Director of Instructional Support	**Completed**
3. **Essential Action/Research-Based Strategy:** Implement a consistent, high-impact approach to teaching literacy in all K–2 classrooms across the Division.						**Status: In Progress**
Evidence Driving the Need for This Essential Action: Phonological Awareness Literacy Screening (PALS) data and the 2025 Strategic Plan.						
Plan to Assess Progress: Hold a request for proposal (RFP) meeting, provide presentations to community groups, and identify funds.						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Time Frame** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts Required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Instructional Excellence	• Hold a K–2 task force meeting to develop the plan to address our data.	Elementary Literacy Instructional Specialist	October 2020–June 2021	Evidence: Meeting agendas; resources selected Artifacts: Materials purchased	Executive Director of Instructional Support Literacy Coordinator and Secondary Literacy Coordinator	**Completed-Ongoing**
Instructional Excellence	• Identify PL needs.	Elementary Literacy Instructional Specialist	October 2020–June 2021	Evidence: Needs identified Artifacts: PL plan developed	Executive Director of Instructional Support Literacy Coordinator and Secondary Literacy Coordinator	**Completed-Ongoing**

Technology Services

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Systemic Alignment - Instructional Excellence - Student Accessibility and Support *Strategic Resource Allocation - Family and Community Engagement*				
Reopening of Schools *☐Social Emotional Academic Learning (SEAL)* *☒Technology* *☐Meal Distribution*	*☐Policy Equity Audit*	*☐Renaming of Schools*	*Strategic Plan Implementation* *☒Action Planning* *☒Monitoring Metrics*	

RELEVANT DATA		

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

SMART Goal(s): During the 2020-2021 school year, Technology Services will provide 100% of students technology devices and instructional/technical support for learning during COVID-19 (Virtual Plus and Hybrid).

SMART Goal(s): During the 2020-2021 school year, Technology Services will provide 100% of instructional staff necessary technology devices and instructional/technical support for teaching during COVID-19 (Virtual Plus and Hybrid).

- **SY 2021 Areas of Focus: Technology Infrastructure**
- **Re-Opening/Virtual Plus+ Learning Model: Both**

ACTION PLAN

1. Essential Action/Research-Based Strategy: Support ACPS families during Virtual Plus by providing student devices, needed internet access, access to instructional systems and in-person and online technical support. | **Status**

Evidence Driving This Essential Action:

Plan to Assess Progress:

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency	Status
Re-Opening of Schools	Set up a public facing helpdesk for community to access.	John Crites	July 1, 2020	Student Helpdesk at TC Williams Family Helpdesk Tutorial Playlist	Elizabeth Hoover	1-Completed

OVERARCHING DEPARTMENT GOAL:

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Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Reopening of Schools	Provide times for returning students in grades 4-12 to receive replaced or repaired devices at Student Helpdesk.	Nora Lansing	July 2020-September 2020	Get Tech Ready for the First Day of School Communication	John Crites	1
Reopening of Schools	Provide times for families to pick up devices for new students and students in grades Prek-3.	Nora Lansing	July 2020-September 2020	Device Distribution Schedule	John Crites	1
Reopening of Schools	Provide students with Internet access	John Crites	August 2020 - Ongoing	Internet Access Request Form Kajeet Reports Comcast Internet Essential Reports	Dr. Elizabeth Hoover	2
Reopening of Schools	Provide parents/guardians with credentials to access PowerSchool and Canvas	June Dade	August 2020-Ongoing	Letters & Emails sent to all ACPS Families	Marya Runkle	2
Reopening of Schools	Provide family support through webinars, videos and Family Helpdesk website with necessary translations and interpreters.	John Crites Marya Runkle Emily Dillard	August 2020 - Ongoing	Tech Tutorials FACE Sponsored Webinars • Connecting to Class • Parent Access in Virtual Learning	Elizabeth Hoover	2
Reopening of Schools	Provide online and in-person technical support at TC Williams from Monday-Friday.	Nora Lansing Diane Loomis	July 2020 - Ongoing	Family Helpdesk Hours & Resources	John Crites	2

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

2. Essential Action/Research-Based Strategy: Support ACPS staff during Virtual Plus by providing instructional support through synchronous and asynchronous professional learning on essential ACPS tools and online and in-person technical support.						**Status**
Evidence Driving This Essential Action:						
Plan to Assess Progress:						
Focus Area Strategic Plan Goal]	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Reopening of Schools	Creation and update of Virtual PLUS+ Teaching and Learning Course	Elizabeth Hoover Emily Dillard Jami Martin	July 2020-Ongoing	Creation of Virtual PLUS+ Teaching and Learning Course	Emily Dillard	2
Reopening of Schools	Provide instructional staff with Canvas templates to support their courses/classes	Emily Dillard Instructional Specialists (Julia Neufer, Sarah Whelan) Diane Loomis Technology Integration Specialists	August 2020	Canvas templates completed and loaded into courses at all ACPS schools Elementary Overview Middle School Overview High School Overview	Emily Dillard Diane Loomis School Administration Technology Integration Specialists	1

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Reopening of Schools	Create Canvas courses for all course sections and connect blueprint course templates to appropriate teacher	Diane Loomis	August 2020	Canvas templates completed and loaded into courses at all ACPS schools Elementary Overview Middle School Overview High School Overview	John Crites	1
Reopening of Schools	Provide instructional support for Canvas, Zoom, and Clever through synchronous and asynchronous professional learning on essential ACPS tools during preservice week.	Emily Dillard	August 2020	Virtual PLUS+ Camp Schedule	Emily Dillard Elizabeth Hoover	1
Reopening of Schools	Provide year-round Canvas support for all staff.	Technology Integration Specialists Diane Loomis	August 2020-Ongoing	Email support documentation and Canvas Analytics	Emily Dillard John Crites	2
Reopening of Schools	Provide technology-based professional learning and support opportunities during designated ACPS	Emily Dillard Technology	August 2020-March 2021	PLMS Course Listings and Course Material Virtual Plus Professional Learning Page	Emily Dillard	2

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

	Professional Learning Days and asynchronous Mondays	Integration Specialists				
Reopening of Schools	Provide office hours, drop-in, and asynchronous support for teachers throughout the year	Technology Integration Specialists	August 2020-May 2021	Zimbra Calendars and staff newsletters TCTIS Weekly Announcement Example	Emily Dillard	2
Reopening of Schools	Provide Zoom webinar training for school teams to host community events.	Emily Dillard Erica Doody FACE	November- December 2020 and ongoing	PLMS Course Listing :Webinar Resources	Emily Dillard Erica Doody	2

3. Essential Action/Research-Based Strategy: Support the transition from Virtual Learning Plus to Hybrid Learning by equipping classrooms with technology to support concurrent teaching, increasing bandwidth and providing teachers with in-person and online technical support.	**Status**
Evidence Driving This Essential Action:	
Plan to Assess Progress:	

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency	Status
Reopening of	Research and procure appropriate computer monitors, web cameras and accessories for	John Crites	December 2020-January 2021	Purchase Orders Monitors and cameras in every	Dr. Elizabeth Hoover	1

OVERARCHING DEPARTMENT GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity. (ACPS 2018-2023 Technology Plan, Goal 3)

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Schools	instructional classrooms.			ACPS school		
Reopening of Schools	Inventory and distribute classroom technology to schools.	Nora Lansing Technicians	February - March 2021	Evidence: Inventory Report Artifacts:	John Crites	1
Reopening of Schools	Create support documents and videos to assist teachers in setting up the new classroom technology.	Emily Dillard Nora Lansing	February - March 2021	Classroom Equipment Setup Instruction	Dr. Elizabeth Hoover John Crites	1
Reopening of Schools	Provide in-person support to teachers in setting up new classroom technology.	Technicians Technology Integration Specialists (TIS)	February - March 2021	Evidence: Artifacts:	Nora Lansing	1
Reopening of Schools	Procure additional bandwidth to support mass use of video streaming in class	John Crites	February 2021	Evidence: Bandwidth Usage Reports Artifacts:	Dr. Elizabeth Hoover	1

Human Resources

OVERARCHING DEPARTMENT GOAL: Our goal is to restructure the HR Department to model the areas of:

- **Office of HR Administration with a focus to improve strategic and operational planning to support ACPS 2025;**
- **Office of Recruitment and Retention with a focus on Latinx diversity;**
- **Office of Employee Engagement and Relations with a focus on collaborative communications and relationships; and**
- **Office of Compensation and Benefits with a focus on market competitiveness and pay equity.**

The restructured HR department envisions and positions ACPS as an employer of choice within the region.

FIVE DIVISION GOALS for 2025 Strategic Plan:
Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement

FIVE AREAS OF FOCUS:

- **Reopening of Schools (SEAL ▪Technology ▪ Meal Distribution)**
- **Policy Equity Audit**
- **Renaming of Schools**
- **Strategic Plan Implementation (Action Planning ▪ Monitoring Metrics)**
- **Academic Disparities (TAG ▪ PreK-2 Literacy ▪ SWD ED Black Males Hispanic Male Graduation Rates)**

AREA OF FOCUS: STRATEGIC PLAN IMPLEMENTATION

RELEVANT DATA

What is a S.M.A.R.T. goal?

- Specific: Linked to a job description, departmental goals/mission, and/or overall University goals and strategic plans. Answers the question—Who? and What?
- Measurable: The success toward meeting the goal can be measured. Answers the question—How?
- Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.
- Relevant: The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.
- Time Oriented: Goals have a clearly defined time-frame including a target or deadline date.

Identify two SMART Goal(s):

1. Implement HR Audit - board mandate. The school board requires the Human Resources Department to develop a DIP that informs of corrective action items as noted in the 2018 HR Audit conducted by the Gibson Consulting Group. The Human Resources DIP nforms of action plans to respond to identified areas denoted as high, medium or low priority . The DIP aligns the HR Audit requirements with the division 2025 Strategic Plan. The audit corrective actions will be completed and maintained or continued as best possible July 2020 - June 2021

2. Rebuild and restructure the HR Department. Any office requires staff to do the work. In the 2020-2021, the HR Department experienced significant turnover due to a combination of retirements, departures and the division restructure plan (approved January 2020). Consequently, a priority of effort was made to recruit and hire HR staff to run the office. All four HR office functions were impacted by turnover: (1) Recruitment and Retention; (2) Employee Engagement and Relations; (3) Compensation and Benefits; and (4) HR Office Administration. The goal is to hire and stabilize the staff by June 2021.

- SY 2021 Areas of Focus: ***Strategic Plan Implementation (Action Planning ▪ Monitoring Metrics)***
- Re-Opening/Virtual Plus+ Learning Model: ***Re-Opening***

ACTION PLAN

1. Essential Action/Research-Based Strategy: Improve HR Organization Effectiveness with focus on HIGH priority items from the audit.

Evidence (including metrics)) Driving This Essential Action: 2018 HR Audit							
Plan to Assess Progress:							
Who is this for? Focus Area Strategic Plan Goal and Responsible HR Section	**Gibson Audit Recommendation**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#1, #2 and #3 **(Color code legend: The green circle represents the action is completed and in a state of continuous improvement. The yellow circle represents the status as "in-progress" and requires priority attention to reach a sufficient state of self-sustaining performance.)**	**HR Office Management Plan:** Develop a comprehensive HR plan that establishes departmental goals and objectives aligned to the long-term human capital needs of ACPS is a high priority (#1). 1. Develop DIP 2. Implement DIP Enhance a performance management system for all core functions of HR (#2). 1. Develop KPI for each HR director 2. Track KPI Maintain operational guidelines and SOPs (standard operating procedures) for all major functions of the HR department (#3). 1. Draft outline of internal SOP completed 2. For July 2021-2022, develop working draft of internal SOP (assign to pending HR executive director)	HR Chief (lead) (Wilkins)	Continuous (completed #1, #2, and #3 in July 2019)	**Evidence (including metrics):** HR Audit ● Department Improvement Plan ● DIP refined to align with strategic plan process **Artifacts:** ● DIP 2020-2021 ● There is an HR shared document file of SOPs uploaded	HR Chief 1. Weekly reporting by HR directors (Chief HR cyclical review agenda)

Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#6 and #25		**Time and Attendance:** 1. Streamline HR business processes either through implementation of an integrated time and attendance scheduling software (#6) . 2. Redesign the process for editing the timesheet by a supervisor is a low priority (#25).	Financial Systems Business Systems Analyst (lead); HR Director, Recruitment and Retention (support) (Hardeman)	#25- February 2021 #6 - December 2021	**Evidence (including metrics):** ● February 2021 launch of Executime software system (replaces TimeClock Plus (TCP) **Artifacts** ● MUNIS Weekly Meeting notes	X-Functional Team Member: CFO Member: Chief of Tech Member: HR Chief Weekly MUNIS meeting
Strategic Plan Implementation Organizational Effectiveness Employee Engagement and Relations	#7 and #21		**Records Management:** Establish plan to digitize all personnel files and budget accordingly as a high priority (#7). 1. Create a project plan (including budget and RFP process) for personnel records file room to merge with electronic records. 2. Also ensure all personnel files are complete and implement processes to collect all required documentation that are missing from personnel files(#21).	HR Director, Employee Engagement and Relations (lead) (Carson)	Deferred in 2020-2021 due to COVID and HR turnover. September 30, 2021	**Evidence (including metrics):** ● RFP for digital processing of past records ● Monthly progress reports **Artifacts:** ● Job posting and hire two (2) records clerks ● Job posting and hire temporary HRIS Analyst (https://acps.tedk12.com/hire/ViewJob.aspx?JobID=2062)	HR Chief ● Monthly reporting by HR Director
Strategic Plan Implementation Organizational Effectiveness Employee Engagement and Relations	#14		**Onboarding Program:** Develop and coordinate an employee onboarding program that supports all new employees through their first year on the job. 1. Complete a plan by June 2020. The plan includes a pilot phase and also a phased-plan over 2-3 years to scale the program across the district 2. Develop RFP for onboarding software by June 2021 3. Teacher Talent Development Office provides historical documents as	HR Director, Employee Engagement and (lead) (Carson) To be coordinated at later date: Teacher Talent Development Director (support)	Deferred in 2020-2021 due to COVID and HR turnover. June 30, 2022	**Evidence (including metrics):** ● NTO schedule and agenda ● Support Staff Orientation ● Workgroups **Artifacts:** ● Divisional training and compliance (SafeSchools) ● Curriculum/reference book for what a new hire should do/complete for first 30 days, 60 days, and	X-Functional Team Member: Chief of Teaching, Learning and Leadership (TLL) Member: HR Chief ● Quarterly updates by HR Director using employee onboarding-tracking

			needed (e.g.: The "ACPS Way")	(Kapelski)		90 days. ● New hire orientation for all staff	software
Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#17		**Shift Manual Pay Process to Finance:** 1. Shift responsibility for processing manual time sheets from HR to Payroll. 2. Monitor implementation	Payroll Manager (lead) (Gill) HR Liaison/Team for MUNIS Support (Hardeman)	Continuous (completed #17 July 1, 2019)	**Evidence (including metrics):** ● Timesheet review and processing were moved to Payroll in March 1, 2019 date. **Artifacts** ● Finance notes	X-Functional Team Member: CFO Member: Chief of Tech Member: HR Chief Weekly MUNIS meeting
Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#23		**HRIS Integration and Defined Roles and Responsibilities.** 1. Ensure a proper segregation of duties by limiting the access of some HR staff in Munis 2. Monitor assignments	Finance Chief (lead) (Turner) HR Chief (support) (Wilkins)	Continuous (completed #23 July 1, 2019)	**Evidence (including metrics):** ● MUNIS weekly meetings **Artifacts:** ● Meeting agenda	X-Functional Team Member: CFO Member: Chief of Tech Member: HR Chief Weekly MUNIS meeting

2. Essential Action/Research-Based Strategy: Improve HR Organization Effectiveness with focus on MEDIUM and LOW priority items from the audit.	
Evidence Driving This Essential Action: 2018 HR Audit	
Plan to Assess Progress:	

Focus Area Strategic Plan Goal	**Gibson Audit Recommendation (Color code: Green is completed, yellow is pending)**		**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Strategic Plan Implementation	#4		**HR Office Staff Professional Development and Skill-sets:** Enhance the professional development program to meet the on-going	HR Directors (lead) (Carson,	Continuous (completed	**Evidence (including metrics):** ● HR office training course chart (google folder)	HR Chief ● Semi-annual plan

Organizational Effectiveness HR Office Administration			training needs of HR staff 1. Each staffer plans 2 courses per year 2. Directors consider: one individual training event and one group training event 3. Flexible plan to take "on demand" courses and webinars for just-in-time topics of HR interest	Hardeman, Waldron)	October 2019 - June 1, 2020)	● # of staff with two courses completed per year **Artifacts:** ● Certificates entered in local LMS (e.g. PLMS, VRSA, etc.)	● HR directors report completed classes
Strategic Plan Implementation Organizational Effectiveness HR Office Administration	N/A not in audit		**Division-wide Employee Annual Training**. 1. Bloodborne pathogen 2. Sexual Harassment 3. Restraint and Seclusion 4. Child Abuse	HR Director Employee Engagement and relations (lead) (Carson)	July 2020 June 2021	**Evidence (including metrics):** ● # staff completing each course requirement **Artifacts:** ● Compliance reports	HR Chief ● HR director report of completed classes
Strategic Plan Implementation Organizational Effectiveness Employee Relations and Engagement	#5 and #13		**HR Customer Service Feedback Surveys:** Expand the use of customer satisfaction surveys and send to customers after each interaction with the HR Department (#5). 1. Develop and implement a customer satisfaction feedback measure to evaluate customer service and effectiveness in the HR Department 2. Ensure all forms are available in Spanish, Arabic and Amharic (#13). 3. September 2019 - Each HR staff email sent with customer survey link 4. December 2019/quarterly - Review surveys to create a customer service standard 5. June 2020 - Develop a customer-service philosophy and training plan for the front-office staff. Note: Also includes customer-service training	Director, Employee Engagement and Relations (lead) (Carson) Pending HRIS Analyst (support)	Continuous (completed #5, completed #13 by September 2019.)Each HR staff email is sent with a customer service survey link. Tech Services established use of "Google translate" for users.)	**Evidence (including metrics):** ● Exit Survey automated via Wufoo form on each HR staff email message ● # of Wufoo responses ● # of HR staff who attend ***Disney Company*** customer service classes **Artifacts:** ● Statistics from customer survey wufoo form	HR Chief ● Quarterly brief by HR Director

Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#8		and development of a customer service philosophy across the division. **HRIS Integration and Automation of Business Processes and Workflows:** Implement MUNIS workflow to automate approval process (position control) (#8)	Finance (lead): (Fugar) HR Liaison/Team for MUNIS Support (Hardeman)	September 1, 2019 - December 1, 2019	**Evidence (including metrics)** ● Automated process replaces paper process. **Artifacts:** **Handbook draft**	X-Functional Team Member: CFO Member: Chief of Tech Member: HR Chief Weekly MUNIS meeting
Strategic Plan Implementation Organizational Effectiveness Office of Employee Engagement and Relations	#9		**Employee Job Satisfaction:** Analyze employee turnover (#9) to to proactively identify and address the root causes of employee turnover and use this data to inform recruitment and retention strategies 1. Need to refine feedback form 2. Need to develop "pulse" survey 3. Need to develop "stay" survey"	HR Director, Employee Engagement and Relations (lead for analysis) (Carson) HR Director Recruitment and Retention (support) (turnover data report (Hardeman)	July 2020 - June 2021	**Evidence (including metrics):** ● Data from surveys **Artifacts:** ● board annual retention report (Policy??) ● Turnover report	HR Chief ● Quarterly brief by HR Director
Strategic Plan Implementation Organizational Effectiveness Recruitment and Retention	#10		**Equity in Teacher Assignments:** Review teacher assignment strategies that place the most inexperienced teachers in the highest need schools and classrooms (#10) 1. Confer with principals about teacher quality 2. Develop tenure (years of service) per school 3. Review assignments of NBCTs 4. Review IPAL 5. Conduct quarterly review with Chief of TLL (or rep)	HR Director , Recruitment and Retention (lead), (Hardeman) (support) (HR Licensure Specialist)	Continuous (completed February 2019 - June 2020)	**Evidence (including metrics):** ● Teacher assignment query to principals Spring 2021; ● IPAL Survey ● KPI for Recruiting Plan for 2020-2021 ● # NBCT each December ● # tenure list per schools **Artifacts:** ● Link I-PAL	HR Chief ● Quarterly brief by HR Director

Strategic Plan Implementation Organizational Effectiveness Recruitment and Retention	#11		**Recruiting Plan 2020-2021:** Develop and implement recruiting plan with implementation strategies to more effectively recruit, hire and retain Hispanic teachers (#11) 1. Conduct gap analysis (demographics) 2. Target Latinx candidate population with colleges and universities 3. Target professional associations a. ALAS b. Teach for America (TFA) 4. Virtual recruiting fairs a. Register as employer b. Develop virtual job board c. Assign HR virtual-recruiter tasks d. Track results e. Follow up leads	HR Director , Recruitment and Retention (lead), (Hardeman) (support) (HR Teacher/Licensed Recruiter) (Pending title of HR Business Partner)	Continuous (initially completed #11 in June 2020)	**Evidence (including metrics):** ● KPI for Recruiting Plan for 2020-2021 ● # of Latinx hires ● # of new hires ● # of "ACPS Recruitment Newsletter" to school principals **Artifacts:** ● (Link to plan) ● Link to sample agendas ● Link to hires	HR Chief ● Quarterly brief by HR Director
Strategic Plan Implementation Organizational Effectiveness Recruitment and Retention	#12		**Maintain Current Job Descriptions.** Establish processes for systematically reviewing and updating job descriptions to ensure that they accurately reflect assigned roles, responsibilities, reporting relationships, and position qualifications (#12) 1. As jobs are posted, review with supervisor, post updated job descriptions (on-going). 2. Develop and conduct a cyclical review of job descriptions to make current within 2-year cycle by 2021-2023	HR Director Recruitment and Retention (lead) (Hardeman) (support) (pending HR Business Partners)	Continuous (initially completed #12 in July 2019)	**Evidence (including metric):** ● # of total active job descriptions on file ● # of jobs changed (or edited) in current year ● internal office cyclical calendar of reviews **Artifacts:** ● job descriptions	HR Chief ● As needed by HR Director
Strategic Plan Implementation Organizational Effectiveness	#16		**Pay equity and market competitiveness.** Salary survey (#16 - compensation survey). 1. Phase II of Compensation Study. Study results expected by January 2021	HR Director, Compensation and Benefits (Waldron)	Continuous (Completed Phase 1	**Evidence (including metrics):** ● Comp Study Timeline by consultant ● Comp Study report	HR Chief ● Monthly until complete by Director

Compensation and Benefits			2. Compensation Implementation Plan to be determined via budget process		October 2020 - January 2021)	**Artifacts:** ● January 2021 board brief	
Strategic Plan Implementation Organizational Effectiveness Employee Performance Management Employee Engagement and Relations	#15		**Teacher Mentor Program:** Enhance the Teacher Mentor Program to more effectively support new teachers and veteran teachers new to the school, school division, or teaching assignment (#15).	To be formally contacted by the HR liaison: Director Teacher Talent Development (lead for #15); (Kapelski) HR Liaison (support) (Carson)	Continuous (completed #15 in 2018))	**Evidence (including metrics):** ● Mentor webpage **Artifacts:** ●	Executive Director of Instructional Support (Mann) ● Meeting frequency to be determined
Strategic Plan Implementation Organizational Effectiveness Employee Performance Management Employee Engagement and Relations	#22		**Annual Performance Evaluations:** Improve monitoring of appraisal system compliance and hold supervisors accountable to complete forms (#22) 1. Achieve 100% annual completion rate of teacher evaluations by June 2020. 1. Achieve 100% completion rate by classified-staff by July 2025. 2. Check alignment and integration of mentor and evaluation and onboarding programs 3. Develop Support Form Committee in Fall 2021 4. Develop Principal/Administrator Form Committee in Fall 2021	Director, Employee Engagement and Relations (lead for #22) (Carson)	Continuous (completed #22 for teacher evaluations in 2020)	**Evidence (including metrics):** ● Teacher Evaluation Committee process ● % of completed evaluations by year for employee groups: ○ teacher ○ support ○ administrators **Artifacts:** ● Teacher Evaluation Manual	X-Functional Team Member: Chief Teaching Learnings and Leadership (TLL) Member: Lead Principals Member: HR Chief ● Quarterly reports by TLL and HR Director
Strategic Plan Implementation Organizational	#18		**Employee Benefits Programs:** Establish Employee Benefits Committee for ongoing review of various components of ACPS benefits program.	Director, Benefits & Compensation (Waldron)	Continuous In April 2021 informed EAA	**Evidence (including metric):** ● Committee meeting agenda ● # committee members	HR Chief ● Attends meetings as scheduled

Effectiveness Compensation and Benefits			● Committee presentations, minutes ● Make proposed changes to benefit plans during the annual budget process. ● Schedule meetings at various school locations to communicate benefit changes to employees ● Enrollment or participation rate for all benefits programs (including EAP, health, medical, etc.)	Note: (Initially completed #18 in October 2018. for the medical plan changes that became effective July 1, 2020.)	that. RFP will be done in coordination with Alexandria City (we ride for insurance (medical, prescription drug, dental, vision)	● (note: EAA confirmed the Benefits Committee will convene in fall 2021 for review of the new process which starts in November 2021.) **Artifacts:** ● (pending fall 2021 minutes)		
Strategic Plan Implementation Organizational Effectiveness Compensation and Benefits	N/A	New - Not part of HR Audit	**COVID-related Employee Wellness:** Staff mental health wellness under the pandemic health situation has become more stressful as work and home were combined at a never-before-seen-level. Irregular and longer work hours, struggles to engage students remotely, repeated pivots from hybrid to remote to in-person instruction, not to mention traumas and infection fears of oneself and loved ones has impacted staff social-emotional health. EAP services must address impacts of loneliness, lack of childcare, students at home, infrequent school dates, depression, etc.	Continuous Director, Benefits & Compensation (Waldron)	Ensure EAP is relevant. Monitor EAP program offerings to meet needs of employees.	**Evidence (including metric):** ● # EAP programs ● # enrolled in programs ● % participation rates **Artifacts:** ● Meetings with The Hartford (CompPsych) ● EAP webpage	HR Chief ● Quarterly updates by Director of Compensation and Benefits	
Strategic Plan Implementation Organizational Effectiveness Maintain employee labor rights Employee Engagement and	#20		**Labor Law Posters:** Ensure compliance of labor law posters, to all ACPS schools and facilities. All posters have been updated and a schedule established to audit schools annually for visibility. ● Auto notifications are established to ensure legal changes are available to the division and updates are communicated to the school administration.	Director, Employee Engagement and Relations (lead) (Carson)	Continuous (Completed #20 December 2018)	**Evidence (including metrics):** ● Current posters have been posted ● # of posters purchased **Artifacts:**	HR Chief ● Annual reporting by HR Director	

Relations								
Strategic Plan Implementation Organizational Effectiveness HR Office Administration	#19		**Employee Handbook:** Update the ACPS Employee Handbook to include the names and contact information of the Compliance Officer and the Alternate Compliance Officer ● Review and update annually ● Handbook published on the web ● Handbook signed for at orientation ● Future: Add to annual training requirements	Executive Administrative Specialist (lead) (Florence)	Continuous (Completed #19 December 2018 and yearly thereafter)	**Evidence (including metrics):** ● 2020-2021 Handbook published on HR webpage **Artifacts:** ● Posted on HR webpage here ● VRSA receipt or safeschools receipt	HR Chief ● Annually approved by HR Chief ● Reviewed for edits by each HR Director
Strategic Plan Implementation Organizational Effectiveness Compensation and Benefits	#24		**Claims to Bureau of Workers Compensation:** Implement more robust monitoring of workers' compensation claims for compliance	● HR Director of Compensation and Benefits (Waldron)	Continuous (Completed #24 December 2018)	**Evidence (including metrics):** ● # of BWC cases **Artifacts:** ● BWC monthly report	HR Chief ● HR Director provide monthly briefing as needed
Strategic Plan Implementation Organizational Effectiveness Employee Engagement and Relations	N/A (not in audit)		**Employee Workplace Investigations:** Also includes workplace investigations of all kinds ● Implement on-line, software case management system (e.g. I-Sight, Inc.) for employee cases involving: ○ workers compensation ○ workplace investigations ● Provide summary reports on employee cases	● HR Director of Employee Engagement and Relations (lead) (Carson)	Continuous	**Evidence (including metrics):** ● Provide summary reports on employee cases ● # cases **Artifacts:** ● Case tracker chart (note: confidential information)	HR Chief ● Weekly case review by HR Director

3. Essential Action/Research-Based Strategy: Get the right people in place. Reference: Jim Collins, author Good to Great. https://youtu.be/Mh4swl_uSWU and https://www.jimcollins.com/
1) HR Office Staff: Recruit and Hire HR staff to run the office.
2) Senior Leaders: Recruit and Hire Principals and Senior Administrators

Evidence Driving This Essential Action: New staff is needed due to division restructure initiative and employee turnover (i.e. the January 2020 division restructure plan; retirements of two HR directors; departures of HR staff (benefits, recruiting, lobby)	
Plan to Assess Progress:	

Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness Recruit and hire HR Office Staff		Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
• HR Executive Director		**Executive Search Process.** Hiring process timeline and sequence of events (SEE BELOW)	Executive Search Consultant (Porter)	July 2020 - June 2021	**Evidence (including metrics):** • HR (projected hire June 2021. (Note: Also listed under key leader hires below) **Artifacts:** • Revised job description in April 2021 to add bi-lingual skill set preference	HR Chief • Weekly reporting
• HR Director of Employee Engagement and Relations; • HR Director of Compensation and Benefits		Hiring process timeline and sequence of events 1. Update job description 2. Encourage internal applicants 3. Determine panel members 4. Conduct panel interview 5. Conduct meet-and-greet with HR team 6. Complete reference checks 7. Complete background checks 8. Make offer	HR Chief (Wilkins)	July 2020 - October 2021	**Evidence (including metrics):** • Employee Relations Director (hired July 2020) • Benefits and Compensation Director (hired October 2020) **Artifacts:** • job descriptions	HR Chief • Bi-Weekly reporting by HR directors

● HR Specialist for Compensation and Benefits ● HR Generalist for Employee Engagement and Relations ● New! - HRIS Analyst (post Spring 2021)		Hiring process timeline and sequence of events 1. Update and post ob description 2. Encourage internal applicants 3. Determine panel members 4. Conduct panel interview 5. Conduct meet-and-greet with HR team 6. Complete reference checks 7. Complete background checks 8. Make offer (Note: There were two HR staff hired in 2019: ● Support-hire Specialist (November 2019) ● LIcensure-Specialist (November 2019)	● HR Director of Compensation and Benefits (Waldron) ● HR Director of Employee Engagement and Relations (Carson)	July 2020-February 2021	**Evidence (including metrics):** ● HR Generalist (hired October 2021) ● HR Specialist (hired February 2021) **Artifacts:** ● job descriptions	HR Chief ● Bi-Weekly reporting by HR directors
Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness Recruit and hire Principals and Senior Administrators		**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
Executive Hires for 2020 -2021: ● Principals (3): ○ Polk School Leadership ○ Maury/Brooks ○ John Adams		**Executive Search Process for School Principals.** Develop executive search hiring process timeline and sequence of events (generally within 14-days after notification of vacancy) 1. Update and post job description 2. Conduct survey for leadership profile and post on school webpage 3. Encourage internal applicants 4. Determine panel members 5. Conduct two (2) panel interviews 6. Conduct meet-and-greet with school	Executive Search Consultant (Porter)	January 2021-June 2021	**Evidence (including metrics):** ● Polk (hired April 2021) ● Maury (hired May 2021) ● John Adams (projected to hire June 2021) **Artifacts:** ● Consultant hiring stats chart ● Board report	HR Chief ● Weekly reporting

		staff 7. Conduct staff and PTA focus groups 8. Conduct community meetings of two finalists 9. Complete reference checks 10. Complete background checks and social media checks by third-party vendor 11. Complete staff survey of two finalists 12. Conduct interview with Superintendent of Schools 13. Make offer				
● Executive Director (4): ○ Facilities and Operations ○ Communications ○ School Leadership ○ Human Resources		**Executive Search Process for Administrators.** Develop search timeline within 14-days after notification of vacancy 1. Update and post job description 2. Encourage internal applicants 3. Determine panel members 4. Conduct panel interview 5. Conduct one-on-one interview with supervisory chain 6. Complete reference checks 7. Complete background checks 8. Make offer	Executive Search Consultant (Porter) (Note: For the School Leadership position the Executive Search Consultant was (Hobbs)	July 2020- June 2021	**Evidence (including metrics):** ● Facilities and Operations (hired January 2021) ● Communications (hired March 2021) ● School Leadership (hired April 2021) ● Human Resources (currently open. Projected hire June 2021. (note: Also listed under HR staff above) **Artifacts:** ● Consultant hiring stats chart ● Board report	HR Chief ● Weekly reporting
● Director positions with HR help (2): ○ Transportation ○ Procurement (support to Finance)		**Executive Search Process.** Develop search timeline within 7-days after notification of vacancy 1. Update and post job description 2. Encourage internal applicants 3. Determine panel members	Transportation (Wilkins -lead) Procurement (Hardeman-support)	July 2020- May 2021	**Directors (2):** ● Transportation (hired August 2020) ● Procurement (hired May 2021)	HR Chief ● Weekly reporting

		4. Conduct panel interview 5. Conduct one-on-one interview with supervisory chain 6. Complete reference checks 7. Complete background checks 8. Make offer			**Artifacts:** ● Board report

4. Essential Action/Research-Based Strategy: Continue to develop, coordinate and conduct COVID-19 related HR support services (Note: This started in March 2020-June 2020)

1) Review and administer the COVID-related federal legislation (FFCRA, CARES Act, etc.)
2) Hire 300 classroom monitors.
3) Conduct vaccination poll
4) Process workplace attendance

Evidence Driving This Essential Action: This action responds to pandemic health situation for 2020 -2021

Plan to Assess Progress:

Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness Develop and Conduct COVID-19 HR support services		Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
Monitor and implement COVID-19 federal, state and local legislation		**Review and follow COVID-related legislation** 1. Review federal DOL webpage and DOL announcements 2. Assess 3. Implement legislation 4. City Request for Assistance. Review Nurse Support for Contact Tracing at local health department (August City-Schools MOU cancelled)	HR Director of Compensation and Benefits (Waldron)	July 2020 - June 2021	**Evidence (including metrics):** ● federal DOL webpage ● # cases or requests processed under COVID-19 legislation ● Nurse MOU **Artifacts:** ● Board slide (note: PHI protected information)	HR Chief ● Weekly monitoring

Monitor Staff Morale and Wellness		**Employee Morale and Welfare.** 1. Assess essential staff morale 2. Assess instructional staff morale 3. Consider incentives: ● Hazard pay ● two (2)-days paid leave	HR Director of Compensation and Benefits (Waldron)	July 2020 - June 2021	**Evidence (including metrics):** ● Policy published ● # of staff taking leave **Artifacts:** ● Leave records	X-Functional Team ● SLT meetings (Senior Leadership Team)
In 30-45 days, develop surge recruiting plan, recruit, hire and manage 300 classroom monitors by March 1, 2021		**Surge Recruiting Plan for Classroom Monitors.** 1. Develop concept to employ a staffing agency vendor 2. Coordinate with City procurement 3. Coordinate with school principals to assess needs versus wants 4. Develop, coordinate and implement recruiting plan 5. Provide orientation training at central office and school level 6. Assign and manage school monitors on a daily basis 7. Develop budget, manage time and attendance; and process payments to temp agency	HR Director of Recruitment and Retention (Hardeman)	February 2021 - June 2021	**Evidence (including metrics):** ● Meeting agendas ● Vendor weekly hiring tracker statistics **Artifacts:** ● Vendor contract and payments ● Vendor weekly reports ● Lessons learned ● Reflections	HR Chief ● At least weekly monitoring ● Daily as needed
Conduct vaccination poll of the workforce and report to VDOE		**Vaccination Polls.** 1. Draft poll 2. Schedule dates for polling 3. Analyze results of poll 4. Send results to VDOE	HR Director of Compensation and Benefits (Waldron)	Monthly poll, March 2021 - June 2021	**Evidence (including metrics)** ● Meeting agendas ● Vaccine Poll metrics **Artifacts:** ● Poll results on board slides	HR Chief As needed, review: ● Draft poll ● Poll window ● Poll statistics and analysis
Process status of workplace attendance for temporary telework status and on-site status (Essential staff)		**Essential Staff (non-instructional)** 1. Review board policies, time and attendance procedures and daily accountability practices 2. Determine essential staff 3. Review those employees for on-call attendance as needed (e.g. IEP	HR Director of Compensation and Benefits (Waldron)	Essential Staff: July 2020 - June 2021	**Evidence (including metrics)** ● Meeting agendas ● # of essential staff ● **Artifacts:** ● Department attendance	HR Chief ● At least weekly monitoring ● Daily as need

			counselors)				
Process status of workplace attendance for temporary telework status and on-site status (Child care remote exemptions)		**Staff with Childcare needs** 1. Poll staff for childcare support 2. Monitor federal legislation 3. Conduct back-to-work webinar 4. Post webpage of childcare services 5. Resolve requests for assistance or complaints	Childcare Status - HR Director of Compensation and Benefits (Waldron)	Childcare: March 2021 - June 2021	**Evidence (including metrics)** ● Meeting agendas ● # of childcare requests **Artifacts:** ● Board briefings ● Poll results on board slides	HR Chief ● At least weekly monitoring ● Daily as needed
Process status of workplace attendance for temporary telework status and on-site status (Health care remote exemptions)		**Staff with Health Concerns** 1. Poll staff for health-care needs 2. Track requests and status 3. Resolve requests for assistance or complaints 4. ADA interactive for in-person accommodation	Health Status - HR Director of Employee Relations and Engagement (Carson)	Health: November 2020 - June 2021	**Evidence (including metrics)** ● Meeting agendas ● # of health requests **Artifacts:** ● Board briefings ● Poll results on board slides	HR Chief ● At least weekly monitoring ● Daily as needed

NEW - 5. Essential Action/Research-Based Strategy: Assess Employee Social-Emotional Health related to remote work environment						
Evidence Driving This Essential Action: This action responds to a change in Virginia Code §40.1-57.2 adopted by the General Assembly in 2020 that grants Virginia municipalities to undertake collective bargaining beginning May 1, 2021.						
Plan to Assess Progress:						
Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness NEW - Social Emotional Health		**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

Staff Social-Emotional Health. Background: "Navigating the pandemic" is taking its toll on every employee. Employees are dealing with a new, uncertain situation that elevates anxiety in the employees and workplace. The work-life balance has been severely impacted by this pandemic situation. Work and home are forced together at an unprecedented level. The collision of the two environments represents a "car crash" for certain central office positions for workers. Employees are now challenged to separate work and home. The 9-to-5 workday or shift-hours are no longer clearly defined by physical separation of the office. (Indeed some workers delay or defer "work" in order to use the daytime to attend to family or home matters (this means "office work" may start after 7:00 pm for example).	 This is a concept only. **Employee Assessment** 1. Review research for: a: COVID-related stress. b: Impacts of addiction to cell-phone use 2. Self-assessment 3. Focus groups 4. Findings and recommendations 5. Determine feasible services to help 6. Implement such support(s) for employees	In concept Background continued. The result is that employees are working not just longer hours - but also odd hours - because of the 24/7 nature of remote work where one is constantly "hooked" to the computer or iPhone either as a sender or receiver of information. This behavior is matched by the "immediate" desire or expectation of an answer at all hours of the day. Added to this condition is the stressed caused by the repeated pivots from remote to hybrid to in-person instruction and numerous plans with no end. For example, the summer is already absorbed by plans to open school for five days of learning. These conditions are matched with the real traumas and fears of COVID-19 infections or death for the employee, family, significant others, relatives or friends.	Consider hire of consultant to conduct survey (could be Porter) HR Director of Compensation and Benefits (Waldron)	May 2021 September 2021	**Evidence (including metrics)):** ● Survey tool ● # of staff responses **Artifacts:** ● Report	X-Functional Team HR Chief (lead) ● SLT meetings (Senior Leadership Team)

NEW -6. Essential Action/Research-Based Strategy: Coordinate collective bargaining agreement	
Evidence Driving This Essential Action: This action responds to a change in Virginia Code §40.1-57.2 adopted by the General Assembly in 2020 that grants Virginia municipalities to undertake collective bargaining beginning May 1, 2021.	
Plan to Assess Progress:	

Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness **NEW - Collective Bargaining and Labor-Management Relations**		Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
Collective-Bargaining Agreement(s)	This is a concept only.	In concept To be developed and published pending state and local guidance and conferral with board counsel	Director of Employee Relations and Engagement (Lead -Carson) To be considered for legal support: Labor Law Attorney	Announcements and initial concept talks start April 2021	**Evidence (including metrics)** ● Meetings with EAA ● Board discussions **Artifacts:** ●	HR Chief ● Weekly monitoring

NEW -7. Essential Action/Research-Based Strategy: Develop concept for Mass Telework practice in Central Office and Schools

Evidence Driving This Essential Action: A major lesson-learned from remote work during March 2020 - present is that mass-telework policy can work as a business practice.

Plan to Assess Progress:

Focus Area Strategic Plan Goal - Strategic Plan Implementation Organizational Effectiveness **NEW - Mass Telework Practices**		Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency
Strategic Plan Implementation Organizational Effectiveness	This is a concept	In concept **Mass-Telework Policy.** To be developed	HR Chief (lead) HR Directors (support)	To be determined	**Evidence (including metrics)** ● Meetings **Artifacts:**	X-Functional Team ● SLT meetings (Senior

HR Office Administration	only.	and published pending state and local guidance and conferral with board counsel 1. Determine what positions: ● Stay on site ● Distributed ● Hybrid 2. What documentation is needed? 3. What communication and asynchronous communication is needed? 4. Collaboration platforms? 5. How to promote diversity, equity, inclusion and belonging in a virtual workplace?			●	Leadership Team)

Financial Services

OVERARCHING DEPARTMENT GOAL:

Effective Financial Management

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

ACPS Equity for All 2025 Strategic Plan Goal Areas				
Systemic Alignment	***Instructional Excellence***	***Student Accessibility and Support Strategic***	***Resource Allocation***	***Family and Community Engagement***
Reopening of Schools ☐***Social Emotional Academic Learning (SEAL)*** ☐***Technology*** ☐***Meal Distribution***	☐***Policy Equity Audit***	☐***Renaming of Schools***	***Strategic Plan Implementation*** ☐***Action Planning*** ☐***Monitoring Metrics***	***Academic Disparities*** ☐***Talent and Gifted*** ☐***PreK-2 Literacy*** ☐***Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students*** ☐***Hispanic Male Graduation Rates***

RELEVANT DATA		

OVERARCHING DEPARTMENT GOAL:

Effective Financial Management

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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Identify SMART Goal(s): 1.) **Adopt a Final Combined-Funds Budget; 2.) Clean Opinion Audit; 3.) Administer P-card Program**						**Staus**
• **SY 2021 Areas of Focus:**						
• **Re-Opening/Virtual Plus+ Learning Model: Both models**						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Increase financial literacy						**Status**
Evidence Driving This Essential Action:						
Plan to Assess Progress: Quarterly Financial Check-ups and Internal Budget Calendar						
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal**	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Staus**
Resource Allocation	Implement Professional Development seminar for all members	Chief Financial Officer	07/1/2020-09/1/2020	Seminar materials and attendance log	Superintendent Annually	
Resource Allocation	Present financial topics at Principal/AP meetings	Director of Budget and Financial Systems	07/1/2020-06/30/2021	Presentation materials and attendance log	Chief Financial Officer Quarterly	
Resource Allocation	Educate community during forum	Budget Office	10/1/2020-10/31/2020	Presentation materials and attendance log	Chief Financial Officer Annually	
				Evidence:		

OVERARCHING DEPARTMENT GOAL:

Effective Financial Management

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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Resource Allocation				Artifacts:		
2. Essential Action/Research-Based Strategy: Improve Budget Process						**Status**
Evidence Driving This Essential Action:						
Plan to Assess Progress: Achieving target gateways						
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	
Resource Allocation	Create Budget Process Roadmap	Director of Budget and Financial Systems	07/1/2020-09/30/2020	Document created an approved by Superintendent	Chief Financial Officer Annually	
Resource Allocation	Hold 1 on 1 meetings with Department Heads and Principals	Budget Office	09/1/2020-10/31/2020	Presentation materials and attendance log	Director of Budget and Financial Systems Annually	
Resource Allocation	Review of recommendations	Budget Office	11/1/2020-12/31/2020	Presentation materials and attendance log	Director of Budget and Financial Systems Annually	
				Evidence: Artifacts:		
3. Essential Action/Research-Based Strategy: Maintain effective internal controls						**Status**
Evidence Driving This Essential Action: GAAP and GASB						
Plan to Assess Progress:						

OVERARCHING DEPARTMENT GOAL:

Effective Financial Management

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Resource Allocation	Enforce all internal controls	Director of Accounting	07/1/2020-06/30/2021	No material errors	Chief Financial Officer Daily	
Resource Allocation	Monitor interfaces of HR/PR module	Sr. Accountants	07/1/2020-06/30/2021	GL transaction postings	Director of Accounting Monthly	
Resource Allocation	Reconcile GL Accts	Sr. Accountants	07/1/2020-06/30/2021	Monthly reconciliation review	Director of Accounting Monthly	
				Evidence: Artifacts:		
4. Essential Action/Research-Based Strategy: Produce Comprehensive Annual Financial Report (CAFR)						**Status**
Evidence Driving This Essential Action: GAAP and GASB						
Plan to Assess Progress: Project gateways						
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Resource Allocation	Develop/communicate yr. end closing schedule	Sr. Accountants	02/1/2020-05/31/2021	Yr. End memo issued; workshops conducted	Director of Accounting Weekly	
Resource Allocation	Manage timely preparation and delivery of audit requirements	Sr. Accountants	07/1/2020-10/31/2020	No audit delays	Director of Accounting Weekly	
Resource Allocation	Monitor new pronouncement from GASB Board	Sr. Accountants	07/1/2020-06/30/2022	Incorporate into CAFR	Director of Accounting Daily	

OVERARCHING DEPARTMENT GOAL:

Effective Financial Management

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Resource Allocation	Deliver CAFR to VA-Auditor of Public Accounts	Sr. Accountants	12/30/2020	Email acceptance from APA	Director of Accounting When due	
5. Essential Action/Research-Based Strategy: Train P-Card Holders						**Status**
Evidence Driving This Essential Action: Procurement Manual						
Plan to Assess Progress: Monthly Review of Training Log						
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
Resource Allocation	Register all training classes on PLMS	Accounting Office Procurement Office	07/1/2020- 06/30/2021	PLMS class schedule	Director of Accounting Director of Procurement Quarterly	
Resource Allocation	Accelerated review & reconciliation of transactional errors	Procurement Office Accounting Office	07/1/2020- 06/30/2021	Reduced impact to monthly close	Director of Procurement Director of Accounting Monthly	
Resource Allocation	Monitor/identify staff with excessive processing delays	Procurement Office Accounting Office	07/1/2020- 06/30/2021	Reduced impact to monthly close	Director of Accounting Monthly	
Resource Allocation	Develop targeted training to support staff with delays	Procurement Office Accounting Office	07/1/2020- 06/30/2021	Reduced impact to monthly close	Director of Procurement Director of Accounting Monthly	
Resource Allocation	Issue p-card deadline reminders	Accounting p-card admin	07/1/2020- 06/30/2021	Email delivered	Director of Accounting	
				Evidence: Artifacts:		
				Evidence:		

OVERARCHING DEPARTMENT GOAL:
Effective Financial Management

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

				Artifacts:		

6. Essential Action/Research-Based Strategy:					
Evidence Driving This Essential Action:					
Plan to Assess Progress:					
Focus Area *[Office/Stakeholder Groups etc.]* **Strategic Plan Goal** *[i.e. 1.1,6.3]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
				Evidence: Artifacts:	
				Evidence: Artifacts:	
				Evidence: Artifacts:	

Support Operations

OVERARCHING DEPARTMENT GOAL: Facilities and Operations

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Development of specific practices and programs that encourage common goals around school nutrition, transportation, safety and security, capital projects, maintenance and cleanliness and general care of Division facilities

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Academic Excellence and Educational Equity - Family and Community Engagement - An Exemplary Staff Facilities and Learning Environment - Health and Wellness - Effective and Efficient Operations						
DOMAIN:						
SMART Goal(s):						**Status**
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Clear Goal Setting for All Offices						**Status**
Evidence Driving the Need for This Essential Action:						
Plan to Assess Progress:						
Focus Area Strategic Plan Goal	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
All F&O Offices, Strategic Goals #3 and 5	Set two-three obtainable goals for each office	Directors	October 2020-June 2021	Written summary of goals	Directors and Executive Director	
2. Essential Action/Research-Based Strategy: Document Standard Operating Procedures (SOPs) for Work Program						**Status**
Evidence Driving the Need for This Essential Action:						
Plan to Assess Progress:						

OVERARCHING DEPARTMENT GOAL: Facilities and Operations

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Development of specific practices and programs that encourage common goals around school nutrition, transportation, safety and security, capital projects, maintenance and cleanliness and general care of Division facilities

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Focus Area Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Timeframe *(Beginning to End Dates)*	Evidence of Progress/Completion *(Artifacts required)*	Person(s) Responsible for Monitoring and Frequency	Status
All F&O Offices, Strategic Goals #3 and 5	Begin documenting all standard operating procedures	Directors	October 2020-September 2021	Documented SOPs within formal template	Directors and Executive Director	

3. Essential Action/Research-Based Strategy: Improved Communication with Senior Leadership, School Board and Community on initiatives						**Status**
Focus Area Strategic Plan Goal)	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**	**Status**
All F&O Offices, Strategic Goals #2, 3 and 5	Hire CIP Communications Specialist Update Webpages to be more user-friendly More frequent Board Briefs on initiatives (with status updates)	Directors and Executive Director	October 2020-September 2021	CIP Communications Specialist Position filled Webpage Updates ongoing Completion of Board Briefs on applicable Fridays	Executive Director	

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ACPS
Alexandria City Public Schools