

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the opportunity gaps for Hispanic and Multilingual Students in Math, Language Arts, and Science by empowering all students through opportunities for meaningful and rich experiences in critical/creative thinking, collaboration, communication, and citizenship along with providing support for social/emotional growth.

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
<div><div>Social Emotional and Academic Learning Recovery</div><div><div><input checked="" type="checkbox"/> MTSS (RULER)</div><div><input checked="" type="checkbox"/> Literacy Grades K-4</div><div><input checked="" type="checkbox"/> Math Recovery</div><div><input checked="" type="checkbox"/> SST Support Expansion</div></div></div>	<div><div>Middle School Educational Experience</div><div><div><input type="checkbox"/> Scheduling</div><div><input type="checkbox"/> Math Pathways</div><div><input checked="" type="checkbox"/> Middle School Transitions (Grades 5-6 & 8-9)</div></div></div>	<div><div>Hispanic Males</div><div><div><input checked="" type="checkbox"/> Academic Enrichment and Advancement</div><div><input type="checkbox"/> Early Warning System</div><div><input type="checkbox"/> Internships, Externships, and workforce Development</div></div></div>	<div><div>Talented and Gifted</div><div><div><input type="checkbox"/> Identification Process</div><div><input type="checkbox"/> Service Model</div><div><input type="checkbox"/> Annual Plan</div></div></div>	<div><div>Academic Disparities</div><div><div><input checked="" type="checkbox"/> Talent and Gifted</div><div><input checked="" type="checkbox"/> Students with Disabilities (SWD) Emotional Disabilities (ED) - Black Students</div><div><input type="checkbox"/> Hispanic Male Graduation Rates</div></div></div>
RELEVANT SCHOOL PROFILE DATA				

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the opportunity gaps for Hispanic and Multilingual Students in Math, Language Arts, and Science by empowering all students through opportunities for meaningful and rich experiences in critical/creative thinking, collaboration, communication, and citizenship along with providing support for social/emotional growth.

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<p><i>School opened its doors to students Fall 2018</i></p> <p><i>Total Student Population: 585</i></p> <p><i>573 students attend in person</i></p> <p><i>3 students participate in VVA</i></p> <p><i>16 students are not zoned for FTD</i></p> <p><i>For the past 4 years, about 25% of our population was transient each year</i></p>	<p><i>Over __ % of our students are eligible for Free & Reduced Meals (With __ % of families reporting as of ____/____/____ __ % were eligible)</i></p>	<p><i>about __ % of our students have been identified Talented and Gifted</i></p> <p><i>4% of total student identified (25 out of 585)</i></p> <p><i>12% of TAG students are ELL (3 out of 25)</i></p> <p><i>48% of TAG students are Black (12 out of 25)</i></p> <p><i>28% of TAG students are Hispanic (7 out of 25)</i></p> <p><i>12% of TAG students are White (3 out of 25)</i></p>
<p><i>64 % Multi Language Learners: 373/585 (reporting as of 9/21/22)</i></p> <p><i>WIDA 1: 152/373 (41%)</i></p> <p><i>WIDA 2: 94/373 (25%)</i></p> <p><i>WIDA 3: 104/373(28%)</i></p> <p><i>WIDA 4: 22/373 (6%)</i></p> <p><i>427/581, 73% of our families speak another language at home. There are 32 different languages spoken in the homes of our students.</i></p>	<p><i>Race and Ethnicity:</i></p> <p><i>_36.4_ % Hispanic</i></p> <p><i>33.5_ % Black</i></p> <p><i>_16.7_ % White</i></p> <p><i>_9.8_ % Asian</i></p> <p><i>_2.7_ % Others</i></p> <p><i>32 Different Languages Spoken in the Homes of FTD families:</i></p> <p><i>_33.1_ % Spanish</i></p> <p><i>_9.3_ % Amharic</i></p> <p><i>_6.7_ % Arabic</i></p> <p><i>_50.7_ % English</i></p>	<p><i>6.8% of our students are students with disabilities: _40_ out of _585_ students</i></p> <p><i>_30_/_40_ students are dual identified MLL & SPED _75_ %</i></p> <p><i>28 additional students (as of 09/23/2022) are in the MTSS Process (IDEA says 14% of students nationwide are SPED)</i></p>

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					
FOCUS AREA: Equitable Tier 1 Instruction and Intervention					
1	ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS	Status Q1- Q2- Q3- EOY	
	<div>SMART Goal(s): By May 2023, 80% or more of FTD students who do not pass the fall PALS/DIBELS will pass during the spring administration.</div> <div>By May 2022, all students will increase their Oral Reading Fluency by at least one year and students not meeting the benchmark yet will grow more than one year, as evidenced by PALS, WIDA ACCESS for ELLs, MAP, and/or DIBELS Oral Reading Fluency assessment.</div>		<div>2</div> <div>SMART Goal(s): By May 2023, FTD students in grades K-5 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 student work samples, Just in Time Quick checks, WIDA ACCESS for ELLs, MAP and/or SOL scores.</div>		
3. Other (specify):	<div>SMART Goal(s): By February 2023, FTD MultiLingual Students will exceed the FTD 2020-21 percentage of Multi Language Learner (MLL) students making progress towards proficiency in English (59%) as measured by WIDA 2022-23. In addition there will be a focus on language proficiency progress in Hispanic students.</div>		<div>SMART Goal(s): By May2023 FTD students in grades K-5 will increase their understanding of Life Processes & Living Systems (K-5th) as well as Earth/Space Systems and Cycles (1st-5th) as measured by grade level common formative assessments, hands on learning opportunities and SOL data.</div>		
ACTION PLAN					

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the opportunity gaps for Hispanic and Multilingual Students in Math, Language Arts, and Science by empowering all students through opportunities for meaningful and rich experiences in critical/creative thinking, collaboration, communication, and citizenship along with providing support for social/emotional growth.

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<p>1. Essential Action/Research-Based Strategy: Develop, implement, and monitor differentiated literacy lessons that align to the standards of learning, content, cognition, and MLL best practices. We will accomplish this by utilizing the Science of Reading best practices using the ACPS curriculum for direct phonics instruction and implementation of the new core reading program that teaches reading through the use of grade level texts.</p> <p>Research-Based Intervention: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Specifically focusing on sub-category 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</p>	<p>Status</p> <p>Q1-</p> <p>Q2-</p> <p>Q3-</p> <p>EOY</p>
<p>What is the evidence driving the need for this essential action?</p> <p>- Based on reading data, a significant number of our students are not meeting grade level reading expectations yet. Grade Level Data Sheets</p> <ul style="list-style-type: none">• <i>What is the evidence that this Research-Based Strategy will improve outcomes?</i>• What Works Clearing House- IES Practice Guide: Assisting Students Struggling with Reading<ul style="list-style-type: none">○ Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Specifically focusing on sub-category 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. This tier 2 instruction will take place in small homogenous groups using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary). The areas of instruction are based on the results of students’ scores on universal screening. Explicit instruction involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback. This EBI meets the ESSA requirements because the IES/WWC states that there is strong and consistent evidence that supports this practice guide recommendation.• Lesson plans will utilize the ACPS Teaching and Learning Framework.• Implementation of University of Delaware Bookworms curriculum that is being piloted by ACPS.• Implementation of the interventions from “How to Plan Differentiated Reading Instruction” by Sharon Walpole.• Implementation of Orton-Gillingham strategies.• PALS intervention lesson plans.	
<p>What is the Plan to Assess Progress?</p> <ul style="list-style-type: none">• Administration will work with the literacy and MTSS coaches to monitor the implementation of the EBI through training, instructional pacing, providing feedback, and modeling. Training and instructional pacing will be monitored through weekly CLTs facilitated by the literacy coach. Modeling of the EBI will be done through CLTs weekly. Modeling and observations with specific feedback of the EBI within the classroom setting will be done at least 1 time throughout the school year by the literacy coach.	

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<ul style="list-style-type: none">Teachers will monitor instructional effectiveness through progress monitoring tools (including but not limited to exit tickets, assignments, tests, quizzes, unit assessments, DIBELS, PALS Quick Checks, and the Informal Decoding Inventory (IDI).) .Progress monitoring will be documented every 2-4 weeks based on the area of intervention need. This data will be monitored by the literacy and MTSS coach and discussed within weekly CLTs and quarterly data meetings. Administrators will work with Coaches and grade level teams to review data at quarterly data meetings and discuss reteaching/reviewing.Through grade level data sheets, teachers will monitor the progress of student’s achievement through grade level benchmark assessments and intervention progress monitoring tools as noted above.							
Focus Area Strategic Plan Goal	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency	Status <i>Please provide a brief description</i>
Instructional Excellence, Systematic Alignment, and <i>Student Accessibility and Support Strategic</i>	<i>Provide professional development to all staff on how to utilize the literacy curriculum framework to build and deliver aligned lessons with determination of the criteria used to determine whether the learners have met the objective.</i>	-Funds for substitutes	Literacy coach, reading interventionist, MTSS coach, MLL teachers, SPED teachers	August-June	Evidence of progress: <i>-CLT agenda notes with a knowledge check -Coaching cycles with notes about teacher improvement needs -Observations and walk- throughs with specific feedback</i> Artifacts: -PD agenda -Team lesson plans -CLT agendas <i>-Walk-through data</i>	-Literacy Coach (Emily Cheolas) - Administration (Rachael Dischner, Kaitlyn Side) Frequency: <i>Monthly</i>	
Instructional Excellence, Systematic	Provide intensive, systematic small group instruction 3-5 times per week for approximately 20	-Staff training on Tier II & Tier III interventions -Reading Interventionist	General Education	October-June	Evidence: - Coaching Cycle	-Literacy Coach (Emily Cheolas)	

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Alignment, and <i>Student Accessibility and Support Strategic</i>	minutes for those students falling below grade level benchmarks.	-More decodable texts	teachers, EL and SPED teachers		-Observations and walk-throughs with specific feedback Artifacts: -PD agenda -Attendance of training -Grade level data sheets	-MTSS Coach (Enis Al Majeed) - Administration (Rachael Dischner, Kaitlyn Side) Frequency: Weekly	
Instructional Excellence, Systematic Alignment, and <i>Student Accessibility and Support Strategic</i>	In formal observations and walkthroughs ensure that feedback is aligned to the math curriculum framework. -Be intentional about highlighting what is seen in the classroom to include teacher actions and student actions and if teachers have planned for higher order thinking skills and how they are assessed.	-none	Coaches, Admin team, Division Representatives	January-May	Evidence of Progress: -Meeting Agendas and walk-through data share outs -Next steps outlined based on walk-through data Artifacts: -Kick Up data reports	-Admin team -Coaches -Division Representatives Monthly	
Instructional Excellence, Systematic Alignment, and <i>Student</i>	Support teachers in the implementation of the alignment of literacy curricular standards to the lesson plans that promote the	-None	Literacy Coach	October-June	Evidence of progress: -Lesson plans highlighting verbs	-Literacy Coach (Emily Cheolas) -MTSS Coach (Enis Al Majeed)	

OVERARCHING SCHOOL GOAL:

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Accessibility and Support Strategic	implementation of verbs in the essential knowledge of practices.				- Coaching Cycles with specific feedback about implementation -Observations and walk-throughs with specific feedback about alignment Artifacts: -Fidelity checklists about intervention implementation -Team lesson plans -Walkthrough data	- Administration (Rachael Dischner, Kaitlyn Side) Frequency- Weekly	
<p>2. Essential Action/Research-Based Strategy: Develop, implement, and monitor systematic mathematics instruction that promotes high cognitive demand tasks for ALL students and learning through student-to-student discourse, focused on oral and written language development. We will accomplish this by utilizing the ACPS curriculum aligned to the standards of learning for mathematics, using systematic instruction with integration of research based GLAD strategies, vocabulary language development, and MLL best practices.</p> <p>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades:</p> <ul style="list-style-type: none">● Systematic Instruction (sub-category 1): Provide systematic instruction during intervention to develop student understanding of mathematical ideas.● Mathematics Language (sub-category 2): Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/26</p>							Status
What is the evidence driving the need for this essential action?							

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Based on math data, a significant number of our students are not meeting grade level math expectations yet. [Grade Level Data Sheets](#)

What is the evidence that this Research-Based Strategy will improve outcomes?

- 8 Equitable Mathematics Teaching Practices (NCTM, 2016) promote equity in mathematics education, as seen in connection to Catalyzing Change in Early Childhood and Elementary Mathematics (NCTM, 2020), as seen in this document.
- In Choosing to See: A Framework for Equity in the Mathematics Classroom (Seda & Brown, 2021), research is collectively cited which support classroom structures that position the student as the expert, assigning competence to all students as the knowers and doers of mathematics to close the opportunity gap
- The Impact of Identity in K-8 Mathematics: Rethinking Equity-based Practices (Aguirre, Mayfield-Ingram, Martin, 2013)- Disrupting anti-deficit narratives of students, reframing within strength-based beliefs, discussion, and classroom structures position students in a place of positive mathematical identity that is constantly being negotiated alongside their other identities. Stronger sense of mathematical identity leads to higher achievement.
- Numerous researchers have published on the impact of implementing high cognitive demand tasks and focusing on mathematical processes and anti-deficit narratives in creating equitable structures for students from historically marginalized populations. Researchers include R. Gutierrez, K. Kokka, J. Aguirre, J. Suh, R. Berry, E. Kazemi, R. Lambert, A. Adiredja, D. Battery, G. Ladson-Billings, D. Martin, D. Bell, D. Solorzano, E. Gutstein, M. Del Rosario Zavala, E. Turner, C. Yeh, K. Simic-Muller
- Explicit tier 1 and tier 2 vocabulary instruction for Multi Language Learners in mathematics classrooms, through the use of GLAD strategies and MLL best practices
- Strengthen number sense routines in the classroom through the use of CLT’s to plan number talks that target strategies and concepts that align with grade level standards

What is the Plan to Assess Progress?

- Administration will work with the math and MTSS coaches to monitor the implementation of the EBI through training, instructional pacing, providing feedback, and modeling. Training and instructional pacing will be monitored through weekly CLTs facilitated by the math coach. Modeling of the EBI will be done through CLTs weekly. Modeling and observations with specific feedback of the EBI within the classroom setting will be done at least 1 time throughout the school year by the math coach.
- Teachers will monitor instructional effectiveness through progress monitoring tools (including but not limited to student work samples, exit tickets, assignments, tests, quizzes, unit assessments, Just in Time Quick Checks, VKRP, and district-wide assessments). Progress monitoring will be documented every 2 weeks based on the area of intervention needed. This data will be monitored by the math and MTSS coach and discussed within weekly CLTs and quarterly data meetings. Administrators will work with coaches and grade level teams to review data at quarterly data meetings and discuss reteaching/reviewing.
- Through grade level data sheets, teachers will monitor the progress of student’s achievement through grade level benchmark assessments and intervention progress monitoring tools.

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Focus Area Strategic Plan Goal	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	Status
Systemic Alignment; Instructional Excellence; Student Accessibility and Support Strategic	Provide professional development to all staff on how to utilize the math curriculum framework to build and deliver aligned lessons with determination of the criteria used to determine whether the learners have met the objective. -CLT team collaboration in planning and learning for math vocabulary words aligned to SOLs and building student-to-student discourse and written/oral language development.	none	Math coach, MTSS coach, EL teachers, SPED teachers	August - June	Evidence of progress: -CLT agenda notes with knowledge check-ins -Coaching cycles with notes about teacher improvement needs -Observations and walk-throughs with specific feedback Artifacts: -PD agenda -Team lesson plans -CLT agendas -Walk-through data	-Math Coach (Katie Kaplewicz) - Administration (Rachael Dischner, Kaitlyn Side) Frequency: Monthly	
Systemic Alignment; Instructional Excellence; Student Accessibility and Support Strategic	Support teachers in the implementation of the alignment of math curricular standards to the lesson plans that promote the implementation of verbs in the essential knowledge of practices. -Support teachers in using mathematically precise language	none	Math coach, SPED teachers, MLL teachers	August - June	Evidence of progress: -Lesson plans highlighting verbs and vocabulary - Coaching Cycles with specific feedback about implementation -Observations and walk-throughs with	-Math Coach (Katie Kaplewicz) - Administration (Rachael Dischner, Kaitlyn Side)	

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	during their verbal and written explanations.				specific feedback about alignment Artifacts: -CLT agendas -Fidelity checklists about intervention implementation -Team lesson plans -Walkthrough data	Frequency: Quarterly	
Instructional Excellence, Systematic Alignment, and Student Accessibility and Support Strategic	In formal observations and walkthroughs ensure that feedback is aligned to the math curriculum framework. -Be intentional about highlighting what is seen in the classroom to include teacher actions and student actions and if teachers have planned for higher order thinking skills and how they are assessed.	-None	Coaches, Admin team, Division Representatives	January-May	Evidence of Progress: -Meeting Agendas and walk-through data share outs -Next steps outlined based on walk-through data Artifacts: -Kick Up data reports	-Admin team -Coaches -Division Representatives Frequency: Monthly	
3. Essential Action/Research-Based Strategy: Strengthen and broaden systematic use of GLAD strategies and cooperative learning structures in Tier 1 planning and instruction that will target the components of oral language proficiency and development and provide opportunities for practice and quality interactions for all MLLs with children proficient in English . In addition, we will target focus/use strategies to support/link Spanish development for those students for whom Spanish is L1 by adding home language connections to GLAD strategies and use of L1 to explain concepts in content areas.							Status Q1-(3) Q2-(3) Q3- EOY
What is the evidence driving the need for this essential action?							

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<p>WIDA growth for 2020-2021 showed 59 percent of MLL students at FTD met Virginia state expectations for WIDA growth (Data); (WIDA 2021-22 data shows a greater proportion of Hispanic students in Grades 3-5 not meeting Virginia state WIDA growth expectations than would be expected based on percent of school population;)** (link data)</p> <p>End of year 2022 MTSS data showed greater proportion of Hispanic students in the MTSS process than our Hispanic population school wide; (MTSS Data, slide 33, from EOY 6/22)</p> <p>Findings from qualitative data using Instructional Rounds revealed greater number quality interactions when cooperative structures in place.</p> <p><i>What is the evidence that this Research-Based Strategy will improve outcomes?</i></p> <p>There is ample research to support improvement in English proficiency with targeted and high quality oral language development and consistent structured opportunities for student practice and discourse across the content areas in tier 1 instruction.</p> <p>Takanishi, R., and Le Menestrel, S., Eds. (2017) <u>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</u>. Board on Children, Youth, and Families. The National Academies Press, Washington, DC.;</p> <p>Francis, D. and Stephens, A., eds.(2018) <u>English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives</u>). Committee on Supporting English Learners in STEM Subjects, Board on Children, Youth, and Families.</p>							
<p>What is the Plan to Assess Progress?</p> <ul style="list-style-type: none">• MLL team, in collaboration with grade level teams and coaches, will develop specific language targets based on WIDA for content area unit assessments for both math and science. We can use data from language on these assessment to assess progress (see also Math and Science);• MLL team will administer the ACPS EL Writing Assessment in Fall and Spring to assess language growth, using science content;• MLL team will conduct walkthroughs to check for G.L.A.D. strategies and use of cooperative structures in Tier 1;• MLL team will monitor students in MTSS by subgroup							
Focus Area Strategic Plan Goal	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	Status
Instructional Excellence; Student	Require G.L.A.D. training for all new teachers.		Administration	August-June	Evidence of Progress: Copy of GLAD completion certificates	Administration, yearly	(3) In progress. All new teachers began part 1 of

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Accessibility and Support Strategic					Artifacts: PLMS course certificate		GLAD training (theory). Math and Science CLTs added specific GLAD strategies to unit planning.
Instructional Excellence, Systematic Alignment, and Student Accessibility and Support Strategic	Provide professional development to all staff on cooperative learning structures to support the curriculum framework and English language development to build and deliver aligned lessons with determination of the criteria used to determine whether the learners have met the objective.		MLL teachers, Coaches,	August - June	Evidence of progress: -CLT agenda notes with knowledge check-ins -Coaching cycles with notes about teacher improvement needs -Observations and walk-throughs with specific feedback Artifacts: -PD agenda -Team lesson plans -Literacy, math & science CLT agendas -Walk-through data rounds/walkthroughs	Annice van der Sluis (MLL Lead); Literacy Coach (Emily Cheolas), Math Coach (Katie Kaplewicz), Science Coach (Alicia Pane) Frequency Quarterly	(3) In progress
Instructional Excellence, Systematic Alignment, and Student	Track MTSS students in process, by race/ethnicity subgroups, initial referral and exited from MTSS ; work in collaboration with coaches and General Education	None	MTSS Coach, MLL teachers	August - June	Evidence of Progress: - MLL CLT notes that include analysis of subgroups representation in	Annice van der Sluis (MLL Lead), MTSS coach (Enis Al Majeed),	(3) in progress

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Accessibility and Support Strategic	teachers to evaluate specific language instruction needs for individual students				process compared with school population Artifacts: -Grade level data sheets	Administrators (Rachael Dischner, Kaitlyn Side) Frequency: Quarterly	
Instructional Excellence, Systematic Alignment, and Student Accessibility and Support Strategic	In formal observations and walkthroughs ensure that feedback is aligned to the curriculum framework. -Be intentional about highlighting what is seen in the classroom to include teacher actions and student actions and if teachers have planned for higher order thinking skills and how they are assessed.	None	MLL teachers, coaches	August - June	Evidence of Progress: -MLL Meeting Agendas and walk-through data share outs -Next steps outlined based on walk-through data Artifacts: -Kick Up data reports	Annice van der Sluis (MLL Lead), MTSS coach (Enis Al Majeed), Administrators (Rachael Dischner, Kaitlyn Side) Frequency: Monthly	(3) in progress

<p>4. Essential Action/Research-Based Strategy: By May 2023 FTD students in grades K-5 will increase their understanding of Life Processes & Living Systems (K-5th) as well as Earth/Space Systems and Cycles (1st-5th) as measured by grade level common formative assessments, hands on learning opportunities and SOL data. Develop, implement, and monitor differentiated Science lessons that align to the standards of learning, content, cognition, 5 E, and MLL best practices. We will accomplish this by utilizing the ACPS curriculum for Science following the 5E model with integration of research based G.L.A.D. strategies.</p> <ul style="list-style-type: none">Research-Based Intervention: G.L.A.D. is a curricular model dedicated to building academic language and literacy for all students, especially bilingual and multilingual learners. G.L.A.D. is replete with strategies that provide equity of access to quality instruction and increase the growth rate of all learners. The strategies are built on current and long standing research surrounding the brain, second language acquisition, and reading and writing development.	Status Q1- Q2- Q3- EOY
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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.

Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the opportunity gaps for Hispanic and Multilingual Students in Math, Language Arts, and Science by empowering all students through opportunities for meaningful and rich experiences in critical/creative thinking, collaboration, communication, and citizenship along with providing support for social/emotional growth.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

<ul style="list-style-type: none">Research-Based Intervention: 5E Model of Instruction provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. formative assessments, hands on learning opportunities and SOL data.							
What is the evidence driving the need for this essential action? Based on 5th Grade Science SOL Data from 2021/2022 school year 34% of students passed							
What is the Plan to Assess Progress? Our plan to assess progress will be to monitor CLT notes/minutes for teacher growth and hands on science activities directly related to SOLs, and monitor Topic Check Ins, Unit tests, Benchmarks, and SOL data for 5th grade, monitor Science Benchmarks for grades 3-4, and monitor Topic Check Ins for grades 1-2							
Focus Area Strategic Plan Goal	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency	Status
Systemic Alignment; Instructional Excellence; Student Accessibility and Support Strategic	Provide professional development to all staff on how to utilize the science curriculum framework to build and deliver aligned lessons that integrate G.L.A.D. strategies into the 5E model and to plan for systematic learning with criteria to determine whether the learners have met the objective.	none	Science coach, STEM coach, MLL teachers, SPED teachers	August-June	Evidence of progress: -CLT agenda notes with a knowledge check -Coaching cycles with notes about teacher improvement needs -Observations and walk-throughs with specific feedback Artifacts: CLT agenda , Unit planning document	Science Coach(Alicia Pane) Frequency: Monthly	Q1:
Systemic Alignment; Instructional	Support teachers in the implementation of the alignment of science curricular standards	none	Science coach, STEM coach,	August-June	Evidence of progress:	Science Coach(Alicia Pane) monthly	Q1:

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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Excellence; Student Accessibility and Support Strategic	with a focus on the essential knowledge and practices at the same cognitive level as indicated in the framework and support student engagement and language acquisition through the 5 E model infused with G.L.A.D. strategies		MLL teachers, SPED teachers		-Lesson plans highlighting verbs and vocabulary - Coaching Cycles with specific feedback about implementation -Observations and walk-throughs with specific feedback about alignment Artifacts: -CLT agenda, Unit planning document -Fidelity checklists about intervention implementation -Team lesson plans -Walkthrough data Evidence: Observations and walk-throughs with specific feedback	- Administration (Rachael Dischner, Kaitlyn Side) Frequency: Weekly	
Systemic Alignment; Instructional Excellence; Student	Progress monitor student learning through assessments aligned to the science SOL.	none	General education teachers, SPED teachers, EL teachers, Coach	August-June	Evidence of Progress: -Student data from the unit	Science Coach(Alicia Pane) -MTSS Coach (Enis Al Majeed)	Q1:

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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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

Accessibility and Support Strategic					-CLT agenda with next steps based on student data. Artifacts: CLT agenda , Unit Planning document , Grade Level Data Sheet , Data meeting agenda	Frequency: Quarterly	
Instructional Excellence, Systematic Alignment, and Student Accessibility and Support Strategic	In formal observations and walkthroughs ensure that feedback is aligned to the curriculum framework. -Be intentional about highlighting what is seen in the classroom to include teacher actions and student actions and if teachers have planned for higher order thinking skills and how they are assessed.		Coaches, Admin team, Division Representatives	January-June	Evidence of Progress: -Meeting Agendas and walk-through data analysis -Next steps outlined based on walk-through data Artifacts: -Kick Up data reports	Science Coach(Alicia Pane) -MTSS Coach (Enis Al Majeed) Frequency: Monthly	