

## OVERARCHING SCHOOL GOAL:

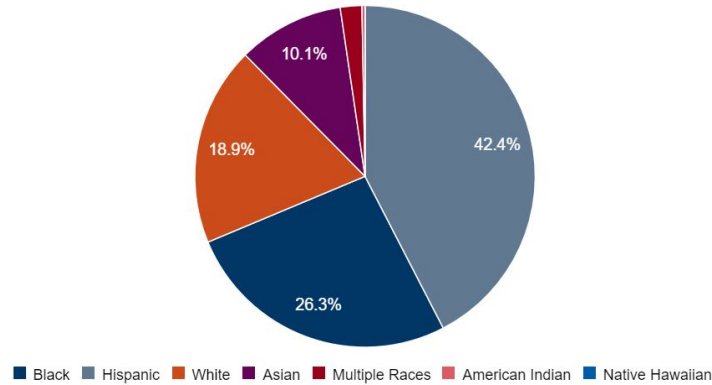
John Adams Elementary School will continue to refine our PLC practices in order to increase staff capacity, the quality of instruction, and student achievement, by consistently implementing the full Cycle of Continuous Improvement.

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

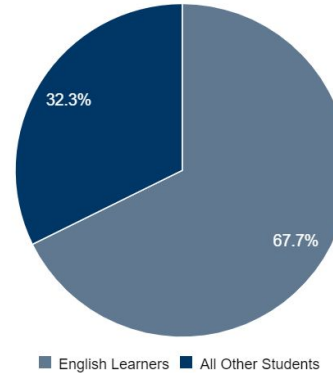
### Systemic Alignment - Instructional Excellence - Student Accessibility and Support Strategic Resource Allocation - Family and Community Engagement

#### RELEVANT SCHOOL PROFILE DATA

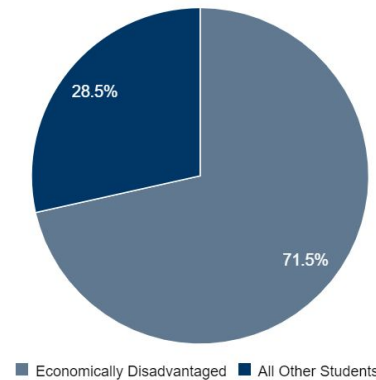
2019 Fall Membership By Subgroup: Racial and Ethnic Groups



2019 Fall Membership By Subgroup: English Learners



2019 Fall Membership By Subgroup: Economically Disadvantaged



#### 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

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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, and 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: <ul style="list-style-type: none"> <li>Administration</li> <li>School-Based Literacy Coach</li> <li>Jamie Knight</li> <li>Kerri Bonimico</li> <li>Corrine Anyanwu</li> </ul>

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Strategic Plan Goal: 2						Frequency: <ul style="list-style-type: none"> <li>Once during 3rd Quarter, and once during 4th Quarter</li> </ul>
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: <ul style="list-style-type: none"> <li>School-based Literacy Coach</li> <li>Grade Level Lead</li> </ul> Frequency: <ul style="list-style-type: none"> <li>The School-based Literacy Coach will check in at the end of each unit.</li> </ul>
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: <ul style="list-style-type: none"> <li>Anna Harvin</li> <li>EL Team</li> <li>Administration</li> </ul> Frequency: <ul style="list-style-type: none"> <li>GLAD Implementation Quarterly</li> <li>WIDA yearly</li> </ul>
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: <ul style="list-style-type: none"> <li>Literacy Coach</li> </ul> Frequency: <ul style="list-style-type: none"> <li>Following all PD sessions (apprx: quarterly)</li> </ul>

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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: <ul style="list-style-type: none"> <li>EL Lead</li> <li>Jaime Knight</li> <li>Administration</li> </ul> Frequency: <ul style="list-style-type: none"> <li>January 2021</li> </ul>
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: <ul style="list-style-type: none"> <li>Jamie Knight</li> <li>EL Lead</li> </ul> Frequency: <ul style="list-style-type: none"> <li>Monthly</li> </ul>
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: <ul style="list-style-type: none"> <li>Jamie Knight</li> <li>EL Lead</li> </ul> Frequency: <ul style="list-style-type: none"> <li>Monthly</li> </ul>
Focus Area: K-5 Instructional Staff	Administer a school-wide needs assessment to obtain an understanding of current literacy practices. <ol style="list-style-type: none"> <li>Administer a survey to teachers, which requires them to self assess and reflect on their current literacy practices.</li> <li>Collaboratively examine a variety of data to identify specific student deficits in reading.</li> <li>Conduct informal walk-throughs to assess the current status of literacy instruction.</li> <li>Share findings with staff.</li> </ol>	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: <ul style="list-style-type: none"> <li>Administration</li> <li>School Improvement Team</li> <li>K-5 Instructional Staff</li> </ul> Frequency: <ul style="list-style-type: none"> <li>Self Assessment Survey: One time in June 2021</li> </ul>

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						<ul style="list-style-type: none"> <li>Walk throughs: weekly</li> </ul>
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: <ul style="list-style-type: none"> <li>Administration</li> <li>School Improvement Team</li> </ul> Frequency: <ul style="list-style-type: none"> <li>Multiple sessions during Summer 2021</li> </ul>
<b>2. Essential Action/Research-Based Strategy:</b> 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.						
<b>Evidence Driving This Essential Action:</b> 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.						
<b>Plan to Assess Progress:</b> Ongoing review of student classification within MTSS tiering framework to ensure that the MTSS process is successfully pairing students with required interventions.						
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Title I, Part A Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Focus Area: K-5 Instructional Staff  Strategic Plan Goal: 1,2,3	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: <ul style="list-style-type: none"> <li>Administration</li> </ul> Frequency: <ul style="list-style-type: none"> <li>One time in January 2021</li> </ul>

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					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 <ul style="list-style-type: none"> <li>Administration</li> <li>Dr. Moore</li> </ul> Frequency <ul style="list-style-type: none"> <li>After Professional Development</li> </ul>
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 <ul style="list-style-type: none"> <li>Administration</li> <li>Dr. Moore</li> <li>Corrine Anyanwu</li> <li>SST Team</li> </ul> Frequency <ul style="list-style-type: none"> <li>One initial training with individualized support as needed</li> </ul>
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 <ul style="list-style-type: none"> <li>Corrine Anyanwu</li> <li>Kerri Bonimico</li> <li>Jamie Knight</li> <li>SST Team</li> </ul> Frequency <ul style="list-style-type: none"> <li>Quarterly Check-Ins with Teachers implementing interventions</li> </ul>
Focus Area: K-5	Routinely incorporate instructional coaches and specialists into MTSS processes:	1000 & 2000-Science Coach	Administration	February 2021-June 2021	Evidence: Coaches being involved in classrooms prior	Person(s) Responsible <ul style="list-style-type: none"> <li>Administrators</li> <li>Dr. Moore</li> </ul>



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<p>Instructional Staff</p> <p>Strategic Plan Goal: 2,3</p>	<ul style="list-style-type: none"> <li>• prior to MTSS referrals/meetings for consultation with teachers</li> <li>• during MTSS meetings to provide guidance and recommendations on best instructional practices, differentiation techniques, instructional materials, interventions, etc.</li> <li>• conducting teacher/ student observations</li> <li>• modeling data collection and the implementation of instructional practices and strategies</li> </ul>	<p>&amp; Accountability Specialist</p>			<p>to referrals, participating in meetings, and providing support to teachers (e.g., feedback, modeling, resources) Increase collaboration.</p> <p>Artifact: MTSS Documentation.</p>	<ul style="list-style-type: none"> <li>• ILT</li> </ul> <p>Frequency</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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**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.

<p><b>Focus Area</b>  <i>[Grade Level/Student Group(s)/Educators]</i></p> <p><b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i></p>	<p><b>Action Steps</b></p>	<p><b>Title I, Part A Budget Implications (if applicable)</b></p>	<p><b>Person(s) Responsible for Implementation</b></p>	<p><b>Timeframe</b>  <i>(Beginning to End Dates)</i></p>	<p><b>Evidence of Progress/Completion</b>  <i>(Artifacts required)</i></p>	<p><b>Person(s) Responsible for Monitoring and Frequency</b></p>
<p>Focus Area: SPED Staff, SWD</p> <p>Strategic Plan Goal: 2,3</p>	<p>Assess current level of implementation and teacher needs.</p>	<p>N/A</p>	<p>Corrine Anyanwu Keri Bonamico Melissa Parker</p>	<p>November -December 2020</p>	<p>Evidence: SPED leads gain an understanding of the current level of implementation by observing classroom instruction and having</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Corrine Anyanwu</li> <li>• Keri Bonamico</li> <li>• Melissa Parker</li> </ul> <p>Frequency</p> <ul style="list-style-type: none"> <li>• Once per teacher</li> </ul>

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					discussions with teachers.  Artifact: List of interventions each student is receiving, list of needed professional development/support by 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 <ul style="list-style-type: none"> <li>● Kerri Bonamico</li> <li>● Melissa Parker</li> <li>● Corrine Anyanwu</li> <li>● Administration</li> </ul> Frequency <ul style="list-style-type: none"> <li>● Once per intervention identified</li> </ul>
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 <ul style="list-style-type: none"> <li>● Administrators</li> <li>● CO Specialists</li> </ul> Frequency <ul style="list-style-type: none"> <li>● Twice by June 2021</li> </ul>
<b>4. Essential Action/Research-Based Strategy:</b> Enhance available social-emotional supports to increase access to academic instruction.						
<b>Evidence Driving This Essential Action:</b> 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.						



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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 <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	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
Focus Area: K-5 Students and Families  Strategic Plan Goal: 3,5	Collect or obtain data from families on: <ul style="list-style-type: none"> <li>• needs</li> <li>• knowledge of available social/emotional supports and resources</li> <li>• current use of available social/emotional supports and resources</li> <li>• thoughts and feelings about social/emotional support</li> </ul>	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 <ul style="list-style-type: none"> <li>• School Support Team</li> </ul> Frequency <ul style="list-style-type: none"> <li>• January 2021</li> </ul>
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 <ul style="list-style-type: none"> <li>• School Counselors</li> </ul> Frequency <ul style="list-style-type: none"> <li>• Weekly</li> </ul>
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.  Artifact: Tiered framework document specifying which interventions align with each tier	Person(s) Responsible <ul style="list-style-type: none"> <li>• School Support Team</li> <li>• Administration</li> </ul> Frequency <ul style="list-style-type: none"> <li>• January 2021</li> </ul>

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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 <ul style="list-style-type: none"> <li>School Support Team</li> <li>Darrell Sampson</li> </ul> Frequency <ul style="list-style-type: none"> <li>Administer survey and adjust resources according to feedback twice by June 2021</li> </ul>
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 <ul style="list-style-type: none"> <li>School Support Team</li> <li>Administration</li> <li>Dr. Moore</li> </ul> Frequency <ul style="list-style-type: none"> <li>Monthly SST Team Meetings</li> </ul>
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 <ul style="list-style-type: none"> <li>Social Worker</li> <li>CPS Staff</li> </ul> Frequency <ul style="list-style-type: none"> <li>October 2020</li> </ul>
Focus Area: K-5 Students, Staff and Families	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 <ul style="list-style-type: none"> <li>School Support Team</li> </ul> Frequency <ul style="list-style-type: none"> <li>Monthly</li> </ul>

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Strategic Plan Goal: 3,5						
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<p align="center"><b>STRAND II: SCHOOL ENVIRONMENT</b></p> <p align="center"><i>Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement</i></p>						
<b>DOMAIN:</b> Commitment to Professional Learning						
<b>SMART Goal(s):</b> 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.						
<p align="center"><b>ACTION PLAN</b></p>						
<b>1. Essential Action/Research-Based Strategy:</b> Engage teachers and leaders in regular collaborative study during weekly Professional Learning Communities.						
<b>Evidence Driving This Essential Action:</b> PLCs are an evidence-based method for improving the instructional practices of educators which directly impacts student learning.						
<b>Plan to Assess Progress:</b> 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.						
<p align="center"><b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i></p>	<p align="center"><b>Action Steps</b></p>	<p align="center"><b>Title I, Part A Budget Implications (if applicable)</b></p>	<p align="center"><b>Person(s) Responsible for Implementation</b></p>	<p align="center"><b>Timeframe</b> <i>(Beginning to End Dates)</i></p>	<p align="center"><b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i></p>	<p align="center"><b>Person(s) Responsible for Monitoring and Frequency</b></p>
Focus Area: K-5 Instructional Staff  Strategic Plan Goal: 2	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.  Artifact: PLC Meeting Minutes.	Person(s) Responsible <ul style="list-style-type: none"> <li>Administration</li> <li>Team Leads</li> </ul> Frequency <ul style="list-style-type: none"> <li>Weekly</li> </ul>
Focus Area: K-5 Instructional Staff	Work collaboratively in grade level teams to create unit plans that:	*1000 & 2000 Substitutes (Contingent upon re-opening)	Grade Level Teams Instructional Coaches Team Leads	September 2020-June 2021	Evidence: Teachers provide carefully scaffolded lessons which incorporate	Person(s) Responsible <ul style="list-style-type: none"> <li>Grade Level Leads</li> <li>Instructional Coaches</li> <li>CO Specialists</li> </ul>

**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.

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: 2	<ul style="list-style-type: none"> <li>outline the specific sequence and pacing of each skill/standard</li> <li>breakdown the Virginia Standards of Learning and the accompanying Essential Knowledge</li> <li>align GLAD and CETA strategies with specific standards and skills to increase student engagement and access to the ACPS curriculum</li> </ul>		CO Specialists CETA Coordinator		high-impact strategies (CETA & GLAD) that are aligned to the VA curriculum in terms of content and level of rigor.  Artifact: Lesson Plans.	<ul style="list-style-type: none"> <li>CETA Coordinator</li> </ul> Frequency <ul style="list-style-type: none"> <li>At the start of every instructional unit</li> </ul>
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 <ol style="list-style-type: none"> <li>Develop and implement instructional strategies</li> <li>Provide student interventions according to the MTSS structure</li> </ol>	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 <ul style="list-style-type: none"> <li>Administration</li> <li>Grade level leads</li> <li>Instructional Coaches</li> <li>Dr. Moore</li> </ul> Frequency <ul style="list-style-type: none"> <li>Following common assessments</li> </ul>
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 <ul style="list-style-type: none"> <li>Grade Level Leads</li> <li>Instructional Coaches</li> <li>TIS</li> </ul> Frequency <ul style="list-style-type: none"> <li>Weekly at PLC meetings</li> </ul>

**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.

**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.

## 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.

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.

<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Title I, Part A Budget Implications (if applicable)</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
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 <ul style="list-style-type: none"> <li>● Administration</li> <li>● Kennetra Wood</li> </ul> Frequency <ul style="list-style-type: none"> <li>● Monthly</li> </ul>
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 <ul style="list-style-type: none"> <li>● Administration</li> <li>● Equity Team</li> </ul> Frequency <ul style="list-style-type: none"> <li>● Monthly</li> </ul>
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 <ul style="list-style-type: none"> <li>● Administration</li> <li>● Jared Stanley</li> <li>● Nicole Dickens</li> </ul> Frequency <ul style="list-style-type: none"> <li>● Bi-Weekly</li> </ul>