

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.

Each student at Cora Kelly will demonstrate measurable academic and social-emotional growth through engagement with rigorous academic and socio-emotional instruction and targeted supports.
Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

ACPS Equity for All 2025 Strategic Plan Goal Areas

<i>Systemic Alignment</i>	<i>Instructional Excellence</i>	<i>Student Accessibility and Support Strategic</i>	<i>Resource Allocation</i>	<i>Family and Community Engagement</i>
<p><i>Social Emotional and Academic Learning Recovery</i></p> <ul style="list-style-type: none"> X <i>MTSS (RULER)</i> X <i>Literacy Grades K-4</i> X <i>Math Recovery</i> X <i>SST Support Expansion</i> 	<p><i>Middle School Educational Experience</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Scheduling</i> <input type="checkbox"/> <i>Math Pathways</i> <input type="checkbox"/> <i>Middle School Transitions (Grades 5-6 & 8-9)</i> 	<p><i>Hispanic Males</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Academic Enrichment and Advancement</i> <input type="checkbox"/> <i>Early Warning System</i> <input type="checkbox"/> <i>Internships, Externships, and Workforce Development</i> 	<p><i>Talented and Gifted</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Identification Process</i> <input type="checkbox"/> <i>Service Model</i> <input type="checkbox"/> <i>Annual Plan</i> 	<p><i>Academic Disparities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Talent and Gifted</i> X <i>Students with Disabilities (SWD) Emotional Disabilities (ED) - Black Students</i> <input type="checkbox"/> <i>Hispanic Male Graduation Rates</i>
RELEVANT SCHOOL PROFILE DATA				

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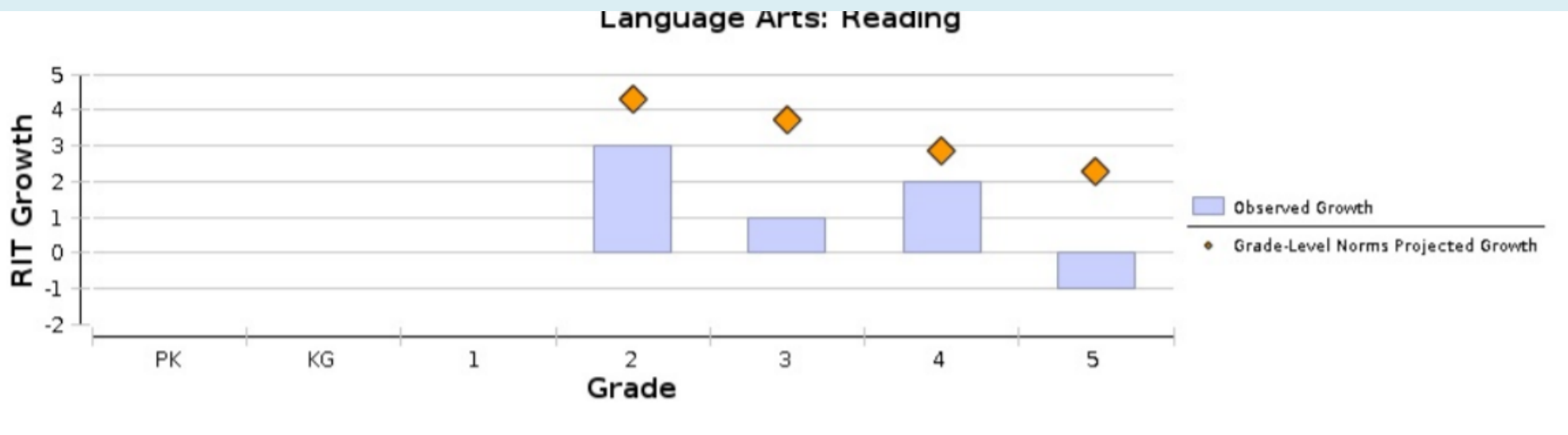
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Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID or RA	%	# assessed	# ID	%	# assessed	# RA	%
Cora Kelly Magnet Elem.	K	2	0	0 %	2	0	0 %	0	0	0 %
	1	39	22	56 %	39	22	56 %	0	0	0 %
	2	38	23	61 %	38	23	61 %	0	0	0 %
	3	32	21	66 %	31	20	65 %	1	1	100 %

* KINDERGARTEN PALS ASSESSMENT WINDOW HAS JUST OPENED

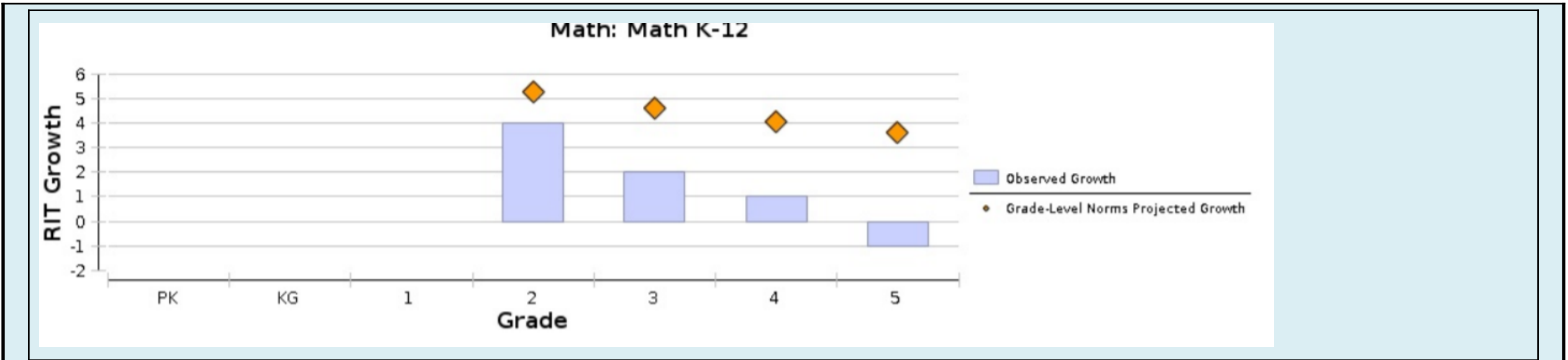


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STRAND I: TEACHING FOR LEARNING

FOCUS AREA:

ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS		Status Q1- Q2- Q3- EOY
1	<p>SMART Goal(s): By June 2022, the number of students identified as “PALS IDed” in grades K-3 will decrease by 50%. By June 2022, all students in grades 2-5 will meet or exceed their conditional growth index from Fall to Spring MAP assessment.</p>	2	<p>SMART Goal(s): By June 2022, all students in kindergarten will demonstrate numeracy skills by counting orally from 1-100 by 1s and 10 and all students in first grade will count orally from 1-110 by 1s, 2s, 5s, and 10s. By June 2022, all students in grades 2-5 will meet or exceed their conditional growth index from Fall to Spring MAP assessment.</p>	
3. Other (specify):	Science	<p>SMART Goal(s): By June 2022, all students at Cora Kelly will participate in STEM Hour and demonstrate improved inquiry skills as measured on a rubric aligned with AVID inquiry standards.</p>		

ACTION PLAN

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<p>1. Essential Action/Research-Based Strategy: Implement <i>Really Great Reading</i> Phonics program with fidelity; Really Great Reading was adopted by ACPS to begin implementation during the 2021-22 school year.</p>	<p>Status Q1- Q2- Q3- EOY</p>
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What is the evidence driving the need for this essential action?

- What is the evidence that this **Research-Based Strategy** will improve outcomes? Division-wide professional learning for instructional staff in grades K-2 has focused, and will continue to focus, on developing teacher capacity to implement this program which has been both [internally and externally researched in terms of student outcomes](#). Research indicates that, “The explicit and systematic nature of Really Great Reading’s instruction is especially critical in the early years; as Moats (2007) explains, a full 40 percent of children will not become “capable readers” without “explicit instruction (including phonics).” When students enter school, we cannot know with certainty who will struggle with reading later on, so we must provide explicit, systematic instruction to all students.” (Source: [Bringing Research to Practice with Foundational Reading Skills Instruction for Beginning Readers](#), 2019).

What is the Plan to Assess Progress? Progress towards staff learning and implementation will be measured through regular walk-throughs and PLC data minutes and discussion and student progress will be measured through PALS quick checks, mid-year, and end-of-year PALS assessments.

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 Please provide a brief description
K-2 Teachers, Social Emotional and Academic Learning Recovery	Engage teachers in professional development for the new phonics reading curriculum		Reading Coach	June 2021-June 2022	Evidence: Artifacts:	Ongoing, Reading Coach	In progress
K-2 Teachers, Social Emotional and Academic Learning Recovery	Teams meet in PLCs to discuss, plan, and implement the correct level of RGR	Purchase of additional leveled materials as necessary to ensure that students receive appropriate curricula	Reading Coach	August 2021-November 2021	Evidence: Artifacts:	Ongoing, Reading Coach	In progress

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K-2 Teachers, Social Emotional and Academic Learning Recovery	Develop coach and peer observation schedule to ensure staff have access to see instruction following the expected program		Admin	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
K-2 Teachers, Social Emotional and Academic Learning Recovery	Use fidelity checklists to utilize in the creation and implementation of lesson plans and invite staff supporting the initiative across the division to provide feedback and support during walkthroughs.		Reading Coach and Instructional Leadership Team	October 15-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
3-5 Teachers, Social Emotional and Academic Learning Recovery	Utilize HD Word as a Tier 2 intervention during IE and Extended Day Programs		Reading Coach	October 15-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
All Staff, Social Emotional and Academic Learning Recovery	Provide all staff with rings of letter cards w/RGR visuals and train on use for transition time and informal student interactions		Office Team and Admin	October 15-November 1, 2021	Evidence: Artifacts:	Ongoing, Admin	In progress
<p>2. Essential Action/Research-Based Strategy: Provide Extended Learning Opportunities to students who are at-risk for or already experiencing academic and social emotional learning gaps What is the evidence that this Research-Based Strategy will improve outcomes? Licensed instructional staff will provide targeted instruction based on a variety of data sources (MAP, Fall Growth Assessment, PALS, and intervention based data), regularly analyze new data, and revise instructional groups as necessary to meet students needs.</p>							Status
<p>What is the evidence driving the need for this essential action? During the 2020-21 school year, students participated in exclusively virtual learning from September 2020-March 2021. From March 2021-June 2021, Cora Kelly staff worked to return as many students as possible to the building in a hybrid fashion, 72.5% of students were considered chronically absent over the course of the 2020-21 school year. Extended Learning Opportunities will be provided to mitigate the impacts of lost instructional time during the 20-21 school year.</p>							

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What is the Plan to Assess Progress?							
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
Teachers, Social Emotional and Academic Learning Recovery	PLC teams will recommend students for enrollment in Extended Day Learning to occur up to 3 days a week after school for 1.25 hours	Teacher pay for planning, data analysis, and targeted instruction	Extended Day Coordinator	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Teachers, Social Emotional and Academic Learning Recovery	Structured interventions will be utilized to provide targeted interventions in Math (Do The Math)	Student workbooks (School already owns the instructional kits)	Math Coaches	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Teachers, Social Emotional and Academic Learning Recovery	Utilize programmatic interventions aligned with student needs (OG and HD Word) to provide targeted interventions in Reading	Student workbooks for HD word and OG student materials	Reading Coach and Interventionist	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
3. Essential Action/Research-Based Strategy: Align curricular programs and instructional planning to ensure rigorous and engaging tiered instruction that is derived from the Standards of Learning, and regularly review student progress towards academic growth and grade-level proficiency.							Status Q1- Q2- Q3- EOY
What is the evidence driving the need for this essential action? Staff at Cora Kelly have remained relatively consistent over the past 4 years, however, there has been some turnover as well as changes to positions and/or grade levels served as well as some new staff. It is crucial that all staff are aligned in their strategies and practices as well as vertically aligned in the progression of instructional pedagogies.							

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Additionally, programs and practices alone are not sufficient to address literacy gaps that are present upon enrollment. Student progress and interventions must be regularly reviewed and high quality instructional strategies aligned to the specific needs of students to keep focus on reducing achievement disparities for students with disabilities, black students, and students who are bilingual learners. Systems must be aligned through PLCs and student support systems (student talk and MTSS).

- **What is the evidence that this Research-Based Strategy will improve outcomes?** AVID and GLAD are research based, and offer proven instructional strategies to enhance instructional practices for EL students as well as students for whom a reduced language load coupled with predictable structures increases comprehension. Additionally, anecdotal locally collected data indicates that STEM education has proven to be engaging for all learners at Cora Kelly.

What is the Plan to Assess Progress?							
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
Coaches and administration, Social Emotional and Academic Learning Recovery	Instructional coaching and administration teams meet bi-weekly to review data, schedule and review walkthroughs, and align externally provided trainings/directives to ensure school-wide focus remains aligned.	Data and Instructional Coach	Admin	September 2021-June 2022	Evidence: Artifacts: Meeting minutes	Ongoing, Admin	In progress
Instructional Staff, Social Emotional and Academic Learning Recovery	Professional Learning Community meetings will utilize a structured data review cycle to maintain focus on the alignment of instructional strategies and intervention groups and programs to best meet student needs	Data and Instructional Coach	Admin	September 2021-June 2022	Evidence: Artifacts: Meeting minutes	Ongoing, Admin	In progress
Instructional staff, Social Emotional and	Utilize MAP Champions to provide training and support for utilization of MAP Learning Continuum Data		MAP Champions	October 2021-December 2021	Evidence: Artifacts: PLC Minutes	Ongoing, Admin	In progress

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Academic Learning Recovery							
Instructional staff, Social Emotional and Academic Learning Recovery	Provide full-day planning opportunities for grade level teams to be used for data analysis and instructional planning related to specific student-data from PALS, MAP, and other assessments	Cost of substitute coverage for general education teachers	Admin; Admin Assistant	October 2021-May 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Monthly vertical meetings to align instructional strategies and build capacity to support students who are performing below or above grade level	Data and Instructional Coach	Instructional Coaches	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Focus on the Science & Engineering Practices of obtaining, evaluating, and communicating information through STEM Hour Lesson development and implementation		STEM Coach	October 2021-May 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Grade level virtual field trips aligned with content standards to offer alternatives to engagement and exposure to outside resources		Grade level leads supported by Instructional Coaches	October 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social	All staff incorporate use of Think Marks as an AVID instructional		AVID Site Coordinator	September 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress

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Emotional and Academic Learning Recovery	strategy for increasing critical reading capacity (WICOR)						
Instructional staff, Social Emotional and Academic Learning Recovery	All students will keep journals to practice summarizing and reflection to display problem solving skills and to organize mathematical thinking and concepts.		Instructional Coaches	November 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Incorporate writing into content areas per strategies and training offered by the EL team		EL Teachers and EL Instructional Specialist/GLAD Specialist	August 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Provide training and purchase manipulatives/materials for utilization of Handwriting without Tears to support increased writing across the curriculum	Staff development costs and manipulatives/materials from	Reading Instructional Coach and Reading Interventionist	November 2021-May 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Utilize GLAD strategies in planning and instruction (including training/retraining staff who need)		EL Teachers and EL Instructional Specialist/GLAD Specialist	August 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social	Purposeful use of instructional programs to provide targeted		Instructional Coaches	August 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress

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Emotional and Academic Learning Recovery	skill-based remediation and enrichment (DreamBox, IXL, Lexia, etc)						
Instructional staff, Social Emotional and Academic Learning Recovery	Daily number talks incorporated into math warm ups and SEAL morning meetings		Math Coaches	September 2021-June 2022	Evidence: Artifacts:	Ongoing, Admin	In progress
Instructional staff, Social Emotional and Academic Learning Recovery	Provide staff with paid planning time outside of contract hours to ensure prioritization of specific SIP data-informed differentiated instructional planning	Staff compensation	Admin	October 2021-December 2021	Evidence: Artifacts:	Ongoing, Admin	In progress
Special Education Case Managers, Academic Disparities	Provide staff with paid planning time outside of contract hours to ensure targeted interventions are planned for and student progress is monitored; case managers communicate with instructional specialists regarding students who are not making sufficient progress	Staff compensation	Admin	October 2021-December 2021	Evidence: Artifacts:	Ongoing, Admin	In progress

STRAND II: SCHOOL ENVIRONMENT	
<i>Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement</i>	
DOMAIN:	Family and Community Engagement
SMART Goal(s):	By June 2022, at least 80% of families will have engaged in at least one school-sponsored event or activity (in-person or virtual).

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ACTION PLAN							
<p>1. Essential Action/Research-Based Strategy: Provide families with a variety of events that occur over the course of the day (morning, during school, afterschool, evening) to allow access based on availability.</p>							<p>Status Q1- Q2- Q3- EOY</p>
<p>What is the evidence driving the need for this essential action?</p> <ul style="list-style-type: none"> <i>What is the evidence that this Research-Based Strategy will improve outcomes?</i> A multitude of research indicates that strong home school partnerships result in improved student outcomes. 							
<p>What is the Plan to Assess Progress? Family engagement will be monitored through the use of a spreadsheet to track participation in events.</p>							
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Instructional staff, Social Emotional and Academic Learning Recovery	Students and their families throughout the school participate in AVID workshops offered by the school such as enrichment activities, community service, service learning, and college/ career exploration.		AVID Site Coordinator	October 21-June 22	Evidence: Artifacts:	Admin, Ongoing	In Progress
Instructional staff, Social Emotional and Academic Learning Recovery	Evening learning events will be offered in-person to the maximum extent safe and practical for families related to each content area and schoolwide assessments (Literacy Night, Math Night, STEM Night, Standards of Learning Night)	Materials for distribution to families and staff planning time	Instructional Coaches, Parent Liaison, Admin	November 21-May 22	Evidence: Artifacts:	Admin, Ongoing	In Progress

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Instructional staff, Social Emotional and Academic Learning Recovery	Parent coffees will be offered in-person to the maximum extent safe and practical and will allow parents to hear directly from a variety of school staff on topics related to student academic and SEL growth and support	Materials for distribution to families and staff planning time	Parent Liaison and Admin	October 21-June 22	Evidence: Artifacts:	Admin, Ongoing	In Progress
<p>2. Essential Action/Research-Based Strategy: Multiple opportunities for direct communication with parents regularly regarding student progress and areas of strength and growth.</p>							<p>Status Q1- Q2- Q3- EOY</p>
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<p>What is the Plan to Assess Progress? Family engagement will be monitored through the use of a spreadsheet to track participation in events.</p>							
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All Staff, Social Emotional and Academic Learning Recovery	All instructional and student support staff keep communication logs for contact with families and regularly review for patterns indicating need for additional outreach		Admin	August 2021-June 2022	Evidence: Artifacts:	Admin, Ongoing	In Progress
Classroom teaching teams, Social	Grade level newsletters with content covered and key dates printed and sent home monthly		Grade Level Leads	August 2021-June 2022	Evidence: Artifacts:	Admin, Ongoing	In Progress

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Emotional and Academic Learning Recovery							
Admin, Social Emotional and Academic Learning Recovery	Cougar Connection sent every 1-2 weeks with important details regarding school events and relevant topics for home school connection and support		Admin, Parent Liaison	August 2021-June 2022	Evidence: Artifacts:	Admin, Ongoing	In Progress
<p>3. Essential Action/Research-Based Strategy: Offer student opportunities for participation in clubs and organizations during the school day and after-school through the development of community partnerships and PTA sponsored clubs.</p>							<p>Status Q1- Q2- Q3- EOY</p>
<p>What is the evidence driving the need for this essential action?</p> <ul style="list-style-type: none"> <i>What is the evidence that this Research-Based Strategy will improve outcomes?</i> Families have indicated that a desire for additional opportunities for child care and students desire increased opportunities for in-person engagement and socialization. 							
<p>What is the Plan to Assess Progress? Student engagement will be monitored through the use of a spreadsheet to track participation in clubs and activities.</p>							
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Academic Disparities	CYEP partnership for boys in grades 4-5	Staff support for program (one ACPS staff to stay and supervise)	Admin/Parent Liaison	October 2021-May 2022	Evidence: Artifacts:	Admin, Ongoing	In Progress

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Academic Disparities	Spitfire partnership for girls in grades 1-5		Admin/Parent Liaison	October 2021-May 2022	Evidence: Artifacts:	Admin, Ongoing	In Progress
Academic Disparities	Alexandria Soccer Association partnership for students in grades K-5		Admin/Parent Liaison	September 2021-November 2021	Evidence: Artifacts:	Admin, Ongoing	In Progress
Social Emotional and Academic Learning Recovery	SoHo partnership for girls in grade 5		Admin/School Social Worker	October 2021-May 2021	Evidence: Artifacts:	Admin, Ongoing	In Progress
Social Emotional and Academic Learning Recovery	Book Buddies (ATC) partnership for 1st grade students during I/E		Reading Specialist/Admin	October 2021-May 2021	Evidence: Artifacts:	Admin, Ongoing	In Progress