

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*

<p><i>Reopening of Schools</i> X <i>Social Emotional Academic Learning (SEAL)</i></p>	<p><i>Academic Disparities</i> <input type="checkbox"/> <i>Talent and Gifted</i> X <i>PreK-2 Literacy</i> X <i>Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students</i></p>
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RELEVANT SCHOOL PROFILE DATA

<u>SOL DATA: READING</u>	<u>SOL DATA: SCIENCE</u>	<u>ABSENTEEISM DATA</u>
<u>SOL DATA: MATH</u>	<u>PALS TREND DATA</u>	<u>WIDA DATA</u>

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.

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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 <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
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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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

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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:

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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	Organeck, 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	Organeck, 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	Organeck, 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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<p align="center">STRAND II: SCHOOL ENVIRONMENT</p> <p align="center"><i>Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement</i></p>						
<p>DOMAIN: Family and Community Engagement</p>						
<p>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.</p>						
<p align="center">ACTION PLAN</p>						
<p>1. Essential Action/Research-Based Strategy: Connect families to resources and supports available through ACPS and partner organizations.</p>						
<p>Evidence Driving This Essential Action:</p>						
<p>Plan to Assess Progress: Quarterly student attendance reports</p>						
<p>Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i></p>	<p>Action Steps</p>	<p>Title I, Part A Budget Implications (if applicable)</p>	<p>Person(s) Responsible for Implementation</p>	<p>Timeframe <i>(Beginning to End Dates)</i></p>	<p>Evidence of Progress/Completion <i>(Artifacts required)</i></p>	<p>Person(s) Responsible for Monitoring and Frequency</p>
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

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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

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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

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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.						
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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