

OVERARCHING SCHOOL GOAL:

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 2021.

STRAND I: TEACHING FOR LEARNING					
ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS		
1	SMART Goal(s): Cora Kelly School will increase the pass rate on the English SOL to an overall rate of 87% by 2020 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 2020 SOL assessments.			2	SMART Goal(s): Cora Kelly School will maintain the overall pass rate on the Math SOL of at least 90% by 2020 with each subgroup currently under the state benchmark of 70% experiencing a reduction in failure rate of at least 10% as demonstrated on the Spring 2020 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 2020.			
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.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	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
Students who did not pass Grade 3 or Grade 4 Reading SOL (1.1)	Extended day instruction will be offered to these students and targeted to support student's specific instructional needs based on triangulation of previous SOL performance, F&P, RI, benchmark, and other classroom assessments.	Lower and Loiselle	October 2019-May 2020	Attendance logs for extended day programming, benchmark assessment scores at the end of Q1, Q2, and Q3	Crews-West and Holthaus/monthly review of attendance logs
All Educators (3.3)	Reading specialists will offer targeted professional development on the topics of: lesson planning within the ACPS reading materials, effective use of the guided reading block, and strategies for small group instruction. Specialists will base PL on staff survey and walk-throughs.	Magallanes and Jurewicz	August 2019-December 2019	Training materials/agendas, sign-ins for after school trainings, PLC minutes for in school trainings.	Crews-West and Holthaus/bi-weekly walk-throughs of reading blocks to observe utilization of instructional strategies
K-5 Classroom teachers (1.5)	Grade levels consistent and aligned use of anecdotal conference notes of reading progress included as part of the Readers Workshop Data Binder	Magallanes and Jurewicz	September 2019-June 2020	Binders and anecdotal notes reviewed at PLC meetings	Crews-West and Holthaus/monthly check ins with grade levels at PLC meetings
3-5 Classroom teachers (1.5)	SOL format exit tickets will be used (at least) once every two weeks at the conclusion of reading block with a focus on Reporting Category 1	Magallanes and Jurewicz supported by Loiselle and Holthaus	October 2019-June 2020	One reading PLC per month will devote time to development of appropriate questions for exit tickets	Crews-West and Holthaus/monthly review of PLC agendas
K-5 Teachers (1.1)	Monthly vertical meeting with representatives from	Magallanes and	October 2019-	Monthly meeting minutes and action	Crews-West and Holthaus/monthly

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	each grade level, EL, SPED, instructional coaching team, and administration to review progression of content and instructional expectations across grade levels at Cora Kelly	Jurewicz	June 2020	plans	review of meeting minutes and action plans
K-5 Teachers (3.2)	All staff incorporate use of Cora Kelly selected “Think Marks” as an AVID instructional strategy for increasing Critical Reading capacity (WICOR)	Lower and Trozzi	September 2019- June 2020	Student work samples using Think Marks	Crews-West and Holthaus/quarterly work sample review
Special educators and paraeducators (1.2/1.5)	Continual professional learning on the ways in which students with disabilities can be best supported during the reading block. Topics to include (but not limited to): supporting during independent reading, delivering interventions with fidelity, and progress monitoring strategies.	Holthaus and Lindsey (supported by specialized instruction staff as appropriate)	October 2019- June 2020	Training materials/agendas, sign-ins for after school trainings, PLC minutes for in school trainings. Walk throughs to observe implementation and provide feedback.	Crews-West and Holthaus/quarterly walk throughs
2. Essential Action/Research-Based Strategy: Align programmatic supports and instructional strategies in Math to student needs based on continual review of data.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps <i>[i.e. 1.1, 2.3]</i>	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
Students who did not pass Grade 3 or Grade 4 Math SOL (1.2)	Extended day instruction will be offered to these students and targeted to support student’s specific instructional needs based on triangulation of previous SOL performance, F&P, RI, benchmark, and other classroom assessments.	Lower and Loiselle	October 2019- May 2020	Attendance logs for extended day programming, benchmark assessment scores at the end of Q1, Q2, and Q3	Crews-West and Holthaus/monthly review of attendance logs
Educators (3.2)	Increase instructional capacity and use of Number Talks as a strategy that incorporates student discourse and allows for critical thinking.	Cave and Bronson	August 2019- December 2019	Lesson plans	Crews-West and Holthaus/monthly review of lesson plans
Special educators and para-educators (1.2/1.5)	Math specialists will provide professional development on the best practices for implementation of SOL approved math manipulatives and on the new math materials for Special Education teachers and paraeducators to include but not limited to: number lines, hundreds charts, and fraction strips.	Bronson and Cave (supported by specialized instruction staff as appropriate)	October 2019- December 2019	Training materials/agendas, sign-ins for after school trainings, PLC minutes for in school trainings. Walk throughs to observe implementation and provide feedback.	Crews-West and Holthaus/walk through observations of small group instruction supporting students with accommodated assessments
Educators (3.2)	Incorporation of the Frayer Model as an AVID strategy to support development of mathematical vocabulary	Bronson and Cave	August 2019-June 2020	Lesson plans, student work samples, professional learning agendas	Crews-West and Holthaus/ observation of instruction and

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	and thinking through an organizational tool (WICOR)				professional learning (August 2019)
Educators (1.1)	GLAD math strategies (visuals, chants, guided oral practice) will be included in guided math instruction for all learners.	EL Teachers	August 2019-June 2020	Peer walk-throughs to observe for evidence of inclusion during instruction	Crews-West and Holthaus
Educators and paraeducators (1.2/1.5)	Provide professional learning to ALL staff on specific high yield methods of co-teaching to include but not limited to station teaching	Holthaus and Lindsey (supported by specialized instruction staff as appropriate)	September 2019-November 2019	Walk-through evidence of inclusion	Crews-West and Holthaus
3. Essential Action/Research-Based Strategy: Provide hands on instruction of science standards and explicit vocabulary instruction to all students across all grade levels.					
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Educators (1.4)	Develop and implement at least one STEM focused, SOL aligned STEM Hour style unit for each grade level, K-5. Full school implementation (piloted in 2018-19).	Kelley Organek	October 2019-June 2020	Sample plans and rotation schedules	Crews-West and Holthaus/quarterly review of plans and schedules
EL Teachers and General Education Teachers (1.1)	GLAD strategies incorporated into science instruction to include but not limited to: visuals, chants,	EL teachers	August 2019-June 2020	Lesson plan review for EL modifications	Crews-West and Holthaus/monthly review of lesson plans
Educators (3.2)	Incorporate science standards and content into writing lessons across all grade levels.	Teachers	November 2019-June 2020	Lesson plan review of science and writing overlap	Magallanes, Gernt, and Organek/monthly review of plans
Educators (1.5)	Increase rigor of science related questions through the incorporation of higher ordering questioning using Costa's Levels of Thinking (WICOR).	Lower and Trozzi	November 2019-February 2019	Training materials for Levels of Thinking training (AVID)	Crews-West and Holthaus
Students and Families (2.2)	In collaboration with CKSMST and MVCS PTAs, host annual Science Night. Event to incorporate local community partners and families will be individually invited to attend.	Crews-West, Holthaus, Organek, Navarrete	December 2019-February 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up

STRAND II: SCHOOL ENVIRONMENT

Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement

DOMAIN: Family and Community Engagement

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SMART Goal(s): Cora Kelly will seek to achieve at least 80% participation of all families at school sponsored and community co-sponsored events.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Increase home/school partnership through increased communication channels.					
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Families (2.2)	Each staff member will communicate directly with at least 10 families a month through means such as direct email, phone, or note home.	All staff	September 2019-June 2020	Contact logs incorporated into professional learning binder and evaluation expectations	Crews-West and Holthaus
Families (2.2)	Monthly paper based grade level newsletters sent home with students	Grade level chairs and Silvia Navarrete	September 2019-June 2020	Scanned copies of newsletters	Crews-West and Holthaus
Families (2.1)	Create parent resource area to include computer and a variety of support resources within the parent liaison office.	Crews-West, Holthaus, Navarrete	September 2019-June 2020	Parent resource sign in	Crews-West and Holthaus
Families (2.1)	Development and implementation of vertically aligned agenda/reading log use plan to facilitate both student organization and increase parent awareness of daily instructional outcomes (WICOR).	Lower, Trozzi, Magallanes, Gernt	August 2019-December 2019	Matrix of articulation and alignment draft	Crews-West and Holthaus/review creation and check-in with students to monitor use of agendas
2. Essential Action/Research-Based Strategy: Create new, approved partnerships with community organizations and facilitate connections with PTA and local community.					
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Up to 20 students needing Tier 2 support (2.4)	Partner with Alfred Street Baptist Church to begin mentorship program for	Crews-West and CST	October 2019-May 2020	Sign in logs of approved mentors	Crews-West and Holthaus
Up to 12 students (2.4)	After school movement club in partnership between PTA and Running Brooke	Crews-West and PTA	Fall 2019	Attendance logs of club sponsor	Crews-West and Holthaus/end of fall club session
Approved students needing Tier 3 support (2.6)	Partnership with National Counseling Group to provide intensive Therapeutic Day Treatment at Cora Kelly.	Holthaus and CST	October 2019-June 2020	Communication with NCG Supervising Staff	Crews-West and Holthaus/quarterly

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Up to 60 3-5 grade students (2.4)	Continue partnership with Alexandria Soccer Association to connect students with community athletic organization and opportunities for movement and relationship development.	Crews-West and Navarrete	Fall 2019	Attendance logs of club sponsor	Crews-West and Holthaus/end of fall club session
3. Essential Action/Research-Based Strategy: Host events for students and families after school, both at school and in the community.					
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Families (2.1)	Coffee with the Principal hosted monthly in partnership with FACE. Topics shared ahead of time with families and will include: Navigating the School System, Supporting your Child in Reading, Providing Hands on Math for Families, Transitioning to Middle School, AVID.	Crews-West and Navarrete	September 2019- June 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up
Families (2.1)	Literacy Series hosted in the late winter/early spring to include topics such as: Reading Words Together, Building Words Together, Writing Stories.	Navarrete, Magallanes, Gernt	~March 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up
Families (2.1)	Partner with PTA to bring family and student friendly programming and community building to all monthly PTA meetings to include (but not limited to): Math Night, Literacy Night, Light up the Habitat.	Crews-West, Holthaus, Navarrete	September 2019- June 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up
Families (2.2)	Host a fall and spring literacy initiative event within the community. Location TBD.	Navarrete, Magallanes, Gernt, and Loiselle.	October 2019 and April 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up
Families (2.2)	Host annual International Night event that allows families to showcase their unique cultural backgrounds and learn from and connect with other community members.	Crews-West, Holthaus, Navarrete and PTA	March 2020-June 2020	Attendance logs; programming agendas	Crews-West and Holthaus/post event follow up