| ***ACPS Equity for All 2025 Strategic Plan Goal Areas***   | ***Systemic Alignment*** | ***Instructional Excellence*** | ***Student Accessibility and Support*** | ***Strategic Resource Allocation*** | ***Family and Community Engagement*** | | --- | --- | --- | --- | --- | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | ***SCHOOL DATA DRIVING SMART GOALS*** | | | | --- | --- | --- | | [***2022-2023 MAP Data***](https://docs.google.com/presentation/d/1TciHRSTdCeFQx7dd75JDIhuLwRA4BoGTQtVczei53UY/edit#slide=id.g229a79efe50_0_3) | [***2022-2023 School Science Assessments***](https://docs.google.com/presentation/d/1TciHRSTdCeFQx7dd75JDIhuLwRA4BoGTQtVczei53UY/edit#slide=id.g229a79efe50_0_3) | [***Staff Root Cause Analysis DATA***](https://docs.google.com/presentation/d/1TciHRSTdCeFQx7dd75JDIhuLwRA4BoGTQtVczei53UY/edit#slide=id.g229a79efe50_0_3) | | [***2022-2023 SOL Data***](https://docs.google.com/spreadsheets/d/173FrItnuhnvegMkXTwNW6TboA3H62SBJG_2lWu9mzhg/edit?usp=sharing) | [***2022-2023 & 2023-2024 Demographic Data***](https://docs.google.com/presentation/d/1TciHRSTdCeFQx7dd75JDIhuLwRA4BoGTQtVczei53UY/edit#slide=id.g229a79efe50_0_3) |  | | | | | | | | | |
| ***STRAND I: TEACHING FOR LEARNING*** | | | | | | | | |
| **FOCUS AREA:** Hispanic subgroup in Reading, Math, Science, Attendance | | | | | | | | |
| **PRIORITY QUESTION(S):** Why is there a gap in performance within all three academic areas (math, reading, science) for our Hispanic subgroup as compared to other subgroups at FTD? | | | | | | | | |
| **PROBLEM STATEMENT(S):** Hispanic Students are not demonstrating the same growth as other subgroups in our school in math, reading, and science. Hispanic students also have the highest rate of chronic absenteeism. | | | | | | | | |
| **LINK TO ROOT CAUSE ANALYSES (pdf, photo, slide, etc.):** [**June 12, 2023 Staff Meeting Slides**](https://docs.google.com/presentation/d/1TciHRSTdCeFQx7dd75JDIhuLwRA4BoGTQtVczei53UY/edit#slide=id.g250d4ad619d_3_0) | | | | | | | | |
| **1** | **ENGLISH LANGUAGE ARTS (ELA)** | | | **2** | **MATHEMATICS** | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **SMART Goal(s):** From Fall 2023 to Spring 2024, Hispanic students will increase their decoding and word analysis skills by at least one year as measured by DIBELS, MAP and/or WIDA Access for ELLs. | | | **SMART Goal(s):** From Fall 2023 to Spring 2024, our Hispanic subgroup will meet the rate of growth of all FTD students (grades 2-5) or be within 2 percentage points as measured by MAP assessments. | | |
| **3. Other** (specify): |  | | **SMART Goal(s):** From Fall 2023 to Spring 2024, our Hispanic subgroup will meet the rate of growth of all FTD students or be within 2 percentage points as measured by K-5 Common Summative Science Assessments. | | | | | |
| ***ACTION PLAN*** | | | | | | | | |
| **1. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):**  Grades 4 & 5: Build students’ decoding skills so they can read complex multisyllabic words (Tier 3 instruction).  Grades K-5: Teach students to decode words, analyze word parts, and write and recognize words (Tier 1 instruction).  [What Works Clearing House](https://ies.ed.gov/ncee/wwc/Search/Products?searchTerm=&Topic=3&ProductType=1&&gradeLevel=K&gradeLevel=1&gradeLevel=2&gradeLevel=3&gradeLevel=4&gradeLevel=5&&&&interventionId=&publicationDate=undefined) | | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | 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. | -Funds for substitutes | Literacy coach, reading interventionist, MTSS coach, MLL teachers, SPED teachers | August 2023 to May 2023 | | **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  **Evidence of Completion:**  -PD agenda  -Team lesson plans  -CLT agendas  -Walk-through data | -Literacy Coach (Emily Cheolas)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | Support teachers in the creation and implementation of the alignment of literacy curricular standards to the lesson plans that promote fluent readers.  -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 questioning and how they are assessed. | None | Literacy coach, reading interventionist, MTSS coach, MLL teachers, SPED teachers, Admin team | August 2023 to May 2023 | | **Evidence of Progress:**  -Lesson plans with teacher and student actions  - Coaching Cycles with specific feedback about implementation  -Observations and walk-throughs with specific feedback about alignment  **Evidence of Completion**  -Team lesson plans that include actions and higher order questions  -Walkthrough data | -Literacy Coach (Emily Cheolas)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | Support teachers in the progress monitoring of student learning through DIBELS and MAP assessments. | -Funds for substitute for quarterly data meetings | Literacy coach, reading interventionist, MTSS coach, MLL teachers, SPED teachers, Admin team | August 2023 to June 2023 | | **Evidence of Progress:**  -Student data from the unit  -CLT agenda with next steps based on student data.  **Evidence of Completion**  -Grade level data sheets  -Data meeting agendas | -Literacy Coach (Emily Cheolas)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| **2. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):**  Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (specifically visual and verbal cues)  Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts.  <https://ies.ed.gov/ncee/wwc/PracticeGuide/26> | | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | Provide professional development to all staff on how to utilize the mathematics curriculum framework to build and deliver aligned lessons with determination of the criteria used to determine whether the learners have met the objective. | -Funds for substitutes | Mathematics coach, MTSS coach, MLL teachers, SPED teachers | August 2023 to May 2023 | | **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  **Evidence of Completion:**  -PD agenda  -Team lesson plans  -CLT agendas  -Walk-through data | -Mathematics Coach (Barbara Watkins)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | Support teachers in the creation and implementation of the alignment of mathematics curricular standards to the lesson plans that promote mathematical discourse.  -Be intentional about highlighting what is seen in the classroom to include visual and verbal cues and if teachers have planned for purposeful use of mathematical language. | None | Mathematics coach, MTSS coach, MLL teachers, SPED teachers | August 2023 to May 2023 | | **Evidence of Progress:**  -Lesson plans with teacher and student actions related to mathematical language  -Coaching Cycles with specific feedback about implementation  -Observations and walk-throughs with specific feedback about alignment  **Evidence of Completion**  -Team lesson plans with mathematical vocabulary highlighted  -Walkthrough data | -Mathematics Coach (Barbara Watkins)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| Instructional Excellence, Systematic Alignment, and *Student Accessibility and Support Strategic* | Support teachers in the progress monitoring of student learning through MAP assessments. Provide additional training in Improvement Science to assist teams with looking at data in a systematic way to make informed decisions about methods of improvement. | -Subs for substitutes for quarterly data meetings  -Subs for Carnegie Summit  -Registration and Travel | Mathematics coach, MTSS coach, MLL teachers, SPED teachers, Admin team | August 2023 to June 2023 | | **Evidence of Progress:**  -Student data from the unit  -CLT agenda with next steps based on student data.  **Evidence of Completion**  -Grade level data sheets  -Data meeting agendas with utilization of Improvement Science methodology | -Mathematics Coach (Barbara Watkins)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |
| **3. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):** | | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
|  |  |  |  |  | | Evidence: Artifacts: |  |  |
|  |  |  |  |  | | Evidence: Artifacts: |  |  |

| **4. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):**  Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of scientific concepts. (specifically visual and verbal cues)  Scientific Language: Teach clear and concise scientific language and support students’ use of the language to help students effectively communicate their understanding of scientific concepts.  <https://ies.ed.gov/ncee/wwc/PracticeGuide/26> t | | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
| 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 with determination of the criteria used to determine whether the learners have met the objective. | Funds for Substitutes | Science Coach, MTSS Coach, SPED teachers, MLL Teachers, Admin Team | August 2023 to  June 2024 | | **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  **Evidence of Completion:**  -PD agenda  -Team lesson plans  -CLT agendas  -Walk-through data | Science Coach  (Alicia Pane)  Frequency:  Quarterly |  |
| Systemic Alignment; Instructional Excellence; Student Accessibility and Support Strategic | Support teachers in the creation and implementation of the alignment of science curricular standards to the lesson plans that promote science discourse.  -Be intentional about highlighting what is seen in the classroom to include visual and verbal cues and if teachers have planned for purposeful use of science language. | Funds for Substitutes | Science Coach, STEM Coach, MTSS Coach, SPED teachers, MLL Teachers, Admin Team | August 2023 to  June 2024 | | **Evidence of Progress:**  -Lesson plans with teacher and student actions related to scientific language  -Coaching Cycles with specific feedback about implementation  -Observations and walk-throughs with specific feedback about alignment  **Evidence of Completion**  -Team lesson plans with science vocabulary highlighted | Science Coach(Alicia Pane)  Frequency:  Quarterly |  |
| Systemic Alignment; Instructional Excellence; Student Accessibility and Support Strategic | Support teachers in the progress monitoring of student learning through Science summative assessments K-5 | -Subs for substitutes for quarterly data meetings | Science Coach,  STEM Coach, MTSS Coach |  | | **Evidence of Progress:**  -Student data from the unit  -CLT agenda with next steps based on student data.  **Evidence of Completion**  -Grade level data sheets  -Data meeting agendas | Science Coach (Alicia Pane)  -Administration (Rachael Dischner, Kaitlyn Side)  Frequency:  Quarterly |  |

| ***STRAND II: SCHOOL ENVIRONMENT***  ***Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FOCUS AREA:** | | | | | | | |
| **PRIORITY QUESTION(S):** | | | | | | | |
| **PROBLEM STATEMENT(S):** | | | | | | | |
| **LINK TO ROOT CAUSE ANALYSES (pdf, photo, slide, etc.):** | | | | | | | |
| **SMART Goal(s):** | | | | | | | |
| ***ACTION PLAN*** | | | | | | | |
| **1. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):** | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
|  |  |  |  |  | Evidence: Artifacts: |  |  |
|  |  |  |  |  | Evidence: Artifacts: |  |  |
| **2. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):** | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
|  |  |  |  |  | Evidence: Artifacts: |  |  |
|  |  |  |  |  | Evidence: Artifacts: |  |  |
| **3. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):** | | | | | | | **Status**  **Q1-**  **Q2-**  **Q3-**  **EOY** |
| **What is the Plan to monitor implementation and impact? (*processes* and *checkpoints* to review data while EA is in 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**  *Please provide a brief description* |
|  |  |  |  |  | Evidence: Artifacts: |  |  |
|  |  |  |  |  | Evidence: Artifacts: |  |  |