

OVERARCHING SCHOOL GOAL:

John Adams Elementary will use data analysis and MTSS processes to identify the academic, social, and emotional needs of students in order to provide customized instruction, services, and support to improve student outcomes.

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

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

<i>ACPS Equity for All 2025 Strategic Plan Goal Areas</i>				
<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> <input type="checkbox"/> <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>

OVERARCHING SCHOOL GOAL:

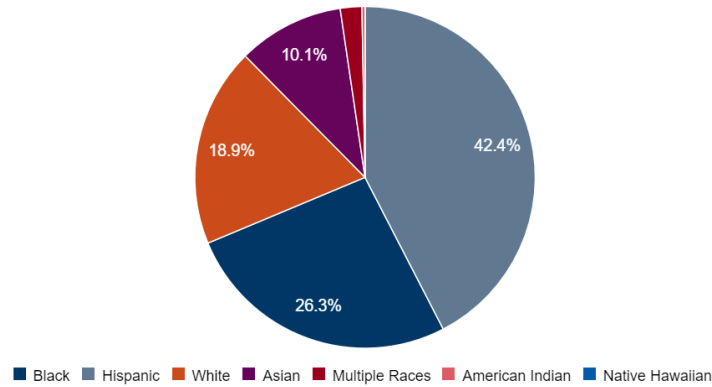
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RELEVANT SCHOOL PROFILE DATA

2019 Fall Membership By Subgroup: Racial and Ethnic Groups



Spring '21 Reading SOL

Grade Level	Pass Rate	Reporting Category Sealed Scores (range from 0 to 50)	
		Non-Fiction	Fiction
Third	46.15%	29.3	28.7
Fourth	41.18%	29.4	28.4
Fifth	58.06%	31.5	31.1

Spring '21 Math SOL

Grade Level	Pass Rate	Reporting Category Sealed Scores (range from 0 to 50)			
		Measurement & Geometry	Computation & Estimation	Probability, Statistics & Algebra	Number & Number Sense
Third	23.44%	25.7	25.5	25.4	25.2
Fourth	18.75%	25.7	25.3	25.0	24.2
Fifth	36.92%	26.8	26.8	26.8	26.3

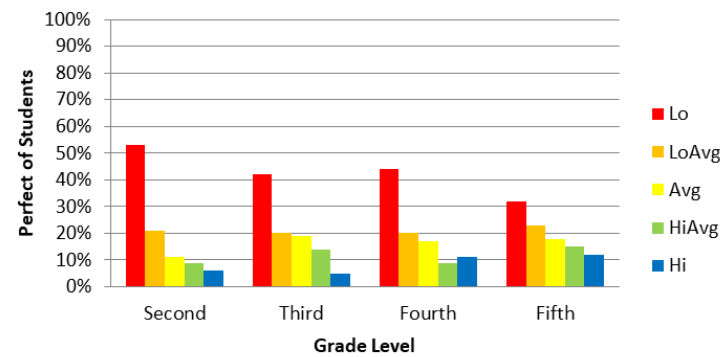
Spring '21 Math MAP

Grade Level	ACPS Mean RIT	JAES Mean RIT	Standard Deviation
Second	182.5	175.4	16.2
Third	192.7	190.7	14.2
Fourth	202.6	199.5	17.6
Fifth	212.3	210.8	19.5

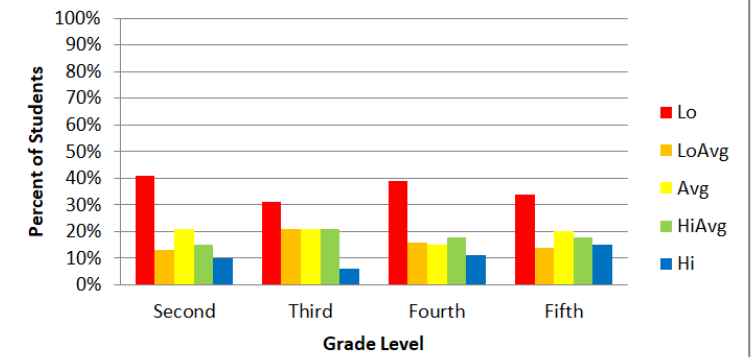
Spring '21 Reading MAP

Grade Level	ACPS Mean RIT	JAES Mean RIT	Standard Deviation
Second	181.7	177	17.7
Third	190.7	188.9	16.8
Fourth	198.9	194.8	21.7
Fifth	205.1	203.2	20.6

Spring '21 - Math MAP Data



Spring '21- Reading MAP Data



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STRAND I: TEACHING FOR LEARNING							
FOCUS AREA: Social/ Emotional and Academic Learning Recovery							
1	ENGLISH LANGUAGE ARTS (ELA)		2	MATHEMATICS			Status Q1- Q2- Q3- EOY
	SMART Goal(s): By June 2022, 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 2022, 75% of students in grades 2-5 will meet or exceed their projected growth goal on the MAP Math Assessment.			
3. Other (specify):			SMART Goal(s): By June 2022, 100% of SPED inclusion teachers will implement designated reading and math interventions with 80% fidelity in 2 out of 3 observations.				
ACTION PLAN							
1. Essential Action/Research-Based Strategy: Increase teachers' capacity to effectively plan, deliver, and adjust small group differentiated instruction in response to multiple data sources.							Status Q1- Q2- Q3- EOY-
What is the evidence driving the need for this essential action? MAP data shows large standard deviations across all grade levels, subjects, and subgroups, demonstrating a need for significant differentiation. Teachers also report challenges associated with delivering appropriately differentiated instruction to students at considerably variable levels.							
What is the Plan to Assess Progress? Teacher Progress: Changes in teacher practice and the degree of implementation of best practices will be monitored using data collected from the fidelity checklist. Student Progress: Tri-annual analysis of MAP, PALS, and F&P data following each administration window.							
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

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Instructional Excellence	Create fidelity checklists which communicate expectations for small group instruction. Implement the checklists as a walk-through tool to continually monitor implementation of expected practices and guide next steps.	N/A	<ul style="list-style-type: none"> Administration Instructional Coaches 	<p>Development of fidelity checklists finalized by 10/15.</p> <p>Implementation of fidelity checklists by 11/1.</p>	<p>Evidence: Teachers adapt and apply instructional practices based on checklist feedback.</p> <p>Artifacts: Checklists</p>	<p>Person(s) Responsible:</p> <ul style="list-style-type: none"> Administration Instructional Coaches <p>Frequency:</p> <ul style="list-style-type: none"> Quarterly, starting Q2 	
Instructional Excellence	Provide weekly feedback on lesson plans, with a focus on small group differentiation.	1000-2000 Personnel & Benefits Science Specialist	Instructional Coaches	Sept. 2021 – June 2022	<p>Evidence: Changes in teacher practice; implementation of suggestions</p> <p>Artifacts: Comments on lesson plans</p>	<p>Person(s) Responsible:</p> <ul style="list-style-type: none"> Instructional Coaches Administration <p>Frequency:</p> <ul style="list-style-type: none"> Weekly 	
Instructional Excellence	Develop (or identify) and administer common formative reading and math assessments at each grade level to inform flexible grouping.	N/A	Grade Level Teams	Sept. 2021 – June 2022	<p>Evidence: Teachers collaboratively analyze common data to drive instructional practices.</p> <p>Artifacts: PLC meeting minutes, common assessments, and student data.</p>	<p>Person(s) Responsible:</p> <ul style="list-style-type: none"> Grade Level Leads Instructional Coaches <p>Frequency:</p> <ul style="list-style-type: none"> Following each instructional unit in reading and math 	

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Instructional Excellence	Engage instructional staff in regular, ongoing professional development with a focus on: differentiated small group instruction, co-teaching, and GLAD.	N/A	<ul style="list-style-type: none"> Administration Instructional Coaches Central Office Instructional Specialists 	Aug. 2021- June 2022	Evidence: Changes in teacher practice; implementation of learned strategies Artifacts: PD roster, Lesson Plans	Person(s) Responsible: <ul style="list-style-type: none"> Administration Instructional Coaches Frequency: <ul style="list-style-type: none"> Monthly 	
Student Accessibility & Support	Provide training to classroom teachers on Guided Math lessons.	N/A	<ul style="list-style-type: none"> Math Coach 	January 2022 in PLCs	Evidence: Teachers are using acquired knowledge to implement Guided Math lessons. Artifacts: PLCs agendas	Person(s) Responsible: <ul style="list-style-type: none"> Math Coach Frequency: Once per grade level	
Student Accessibility & Support	Implement Guided Math lessons in small groups as part of Tier I Instruction.	N/A	<ul style="list-style-type: none"> Math Coach Classroom Teachers 	Training: January 2022 Implementation: February 2022- June 2022	Evidence: Teachers are implementing Guided Math lessons (drawers) with fidelity. Artifacts: Lesson plans, notes from classroom observations	Person(s) Responsible: <ul style="list-style-type: none"> Reading Specialists Literacy Coach Frequency: Weekly	
Student Accessibility & Support	Tier II Intervention: Identify students reading at levels A-L in grades 3-5 to receive Tier II Intervention, <i>Really Great Reading</i> .	N/A	<ul style="list-style-type: none"> Classroom Teachers Reading Specialists Literacy Coach EL Teachers 	Sept. 2021	Evidence: Teachers have current reading levels for all students. Artifacts: F&P Benchmark data	Person(s) Responsible: <ul style="list-style-type: none"> Reading Specialists Literacy Coach Frequency: Weekly	

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Student Accessibility & Support	Tier II Intervention: Engage teachers in online professional learning on <i>Really Great Reading</i> intervention. Conduct demonstration lessons.	6000 Materials & Supplies Really Great Reading Intervention Program & Consumables	3-5 Classroom Teachers	Oct. 2021 – Nov. 2021	Evidence: Teachers obtain the knowledge and skills required to implement <i>Really Great Reading</i> as a Tier II intervention. Artifacts: Online training completion certificates	Person(s) Responsible: • Reading Specialists • Literacy Coach Frequency: Monthly	
Student Accessibility & Support	Tier II Intervention: Teachers implement <i>Really Great Reading</i> as a Tier II intervention for 3-5 students reading at levels A-L during the literacy block and Intervention/Enrichment.	6000 Materials & Supplies Really Great Reading Intervention Program & Consumables	3-5 Classroom Teachers	Dec. 2021- June 2022	Evidence: Teachers implement <i>Really Great Reading</i> as a Tier II intervention for students reading on levels A-L. Artifacts: Lesson plans, classroom observation notes	Person(s) Responsible: • Reading Specialists • Literacy Coach Frequency: Monthly	

2. Essential Action/Research-Based Strategy: Improve the quality of specialized instruction in general education and special education settings for students with disabilities.

Status

What is the evidence driving the need for this essential action? Students with disabilities have historically been our lowest performing subgroup on state and division level assessments. Prior to the COVID-19 school closure, reading scores declined from 56% to 35% according to the 2017-2019 Virginia Standards of Learning (SOL) raw data. Additionally, due to necessary changes in servicing schedules, SPED teachers are working with new grade levels, curriculums, intervention programs, and co-teachers.

What is the Plan to Assess Progress?

Teacher Progress: Ongoing observation of lesson plans and teacher practices.
 Student Progress: Tri-annual analysis of MAP, PALS, and F&P data following each administration window.

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
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<p>Instructional Excellence, Student Accessibility & Support</p>	<p>Tier III SPED Interventions: Assess current level of implementation and teacher needs. 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.</p>	<p>1000-2000 Personnel & Benefits Special Education Accountability Specialist</p>	<ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialists (Bonamico, Parker, Manning) 	<p>Initial Needs Assessment: Sept. 2021- Oct. 2021</p> <p>Wilson Training: Sept. 2021</p> <p>Individualized Support: Sept. 2021- Nov. 2022</p>	<p>Evidence: Teachers increase their knowledge of interventions and implement them with fidelity.</p> <p>Artifact: Training materials, lesson plans, coaching notes, documentation of feedback.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialists (Bonamico, Parker, Manning) • Administration <p>Frequency</p> <ul style="list-style-type: none"> • Quarterly 	
<p>Instructional Excellence, Student Accessibility & Support</p>	<p>Tier III SPED Interventions: Conduct Fidelity Walk-Throughs with Instructional Coaches and Specialists and provide timely feedback through post observation meetings.</p>		<ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialists (Bonamico, Parker, Manning) • Administration 	<p>Nov. 2021- April 2022</p>	<p>Evidence: Administrators and Specialists conduct observations and schedule meetings with staff members.</p> <p>Artifacts: Fidelity checklists, documentation of feedback</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialists (Bonamico, Parker, Manning) • Administration <p>Frequency</p> <ul style="list-style-type: none"> • Nov. 15th • Jan. 17th • Ma • r. 7th • April 25th 	

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Instructional Excellence, Student Accessibility & Support	Inclusion: Require SPED teachers to complete comprehensive lesson plans detailing the specialized instruction being provided in the general education setting. Provide bi-weekly feedback on lesson plans.		<ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialist (Bonamico) 	Oct. 2021- June 2022	<p>Evidence: SPED teachers use the feedback provided to improve the quality of specialized instruction in the general education setting.</p> <p>Artifacts: Lesson plans, documented feedback</p>	<p>Person(s) Responsible:</p> <ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialist (Bonamico) <p>Frequency: Bi-weekly</p>	
Instructional Excellence, Student Accessibility & Support	Inclusion: Conduct co-teaching walk-throughs in the general education setting to assess the quality of specialized instruction and co-teaching practices, and to provide suggestions for improvement.		<ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialist (Bonamico) • Administration 	October 2021 – June 2022	<p>Evidence: SPED and general education teachers collaboratively use the feedback provided to improve the quality of specialized instruction in the general education setting.</p> <p>Artifacts: Lesson plans, walk-through checklists</p>	<p>Person(s) Responsible:</p> <ul style="list-style-type: none"> • Special Education Accountability Specialist • ACPS SPED Instructional Specialist (Bonamico) • Administration <p>Frequency: Quarterly</p>	

<p>3. Essential Action/Research-Based Strategy: 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.</p>	<p>Status Q1- Q2- Q3- EOY-</p>
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What is the evidence driving the need for this essential action?

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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.							
What is the Plan to Assess Progress? Ongoing review of student classification within MTSS tiering framework to ensure that the MTSS process is successfully pairing students with required interventions.							
Focus Area Strategic Plan Goal	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	Status
Strategic Resource Allocation	Hire a MTSS School Improvement Coach to lead MTSS improvement efforts.	1000-2000 Personnel & Benefits MTSS School Improvement Coach	Administration	July 2021- Aug. 2021	Evidence: An experienced and knowledgeable candidate is identified to fill the role of MTSS School Improvement Coach. Artifacts: Interview notes, request to hire form	Person(s) Responsible: • Administration Frequency: Following interviews	
Student Accessibility & Support	Engage staff in ongoing professional development about MTSS processes, interventions, data collection, and differentiation.	1000-2000 Personnel & Benefits MTSS School Improvement Coach	MTSS School Improvement Coach	Sept 2021- June 2022	Evidence: Staff are well equipped with the knowledge necessary to engage in MTSS processes. Artifacts: PD roster, PD agendas	Person(s) Responsible: • MTSS School Improvement Coach • Administration Frequency: Quarterly	
Student Accessibility & Support	Re-introduce and implement the use of tiered intervention documents provided by ACPS.	1000-2000 Personnel & Benefits MTSS School Improvement Coach	MTSS School Improvement Coach	Sept 2021- Oct. 2021	Evidence: Teachers utilize MTSS documents to support students' academic, behavior, and social/emotional needs.	Person(s) Responsible: • MTSS School Improvement Coach • Administration	

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					Artifacts: MTSS documents	Frequency: Following distribution of materials	
Student Accessibility & Support	Create (or identify) and implement effective processes for monitoring student progress and tracking interventions and supports across school years.	1000-2000 Personnel & Benefits MTSS School Improvement Coach	MTSS School Improvement Coach	Creation of data management systems: Sept. 2021- Oct. 2021 Progress monitoring: Sept. 2021- June 2022	Evidence: Staff continuously progress monitor Tier II & Tier III interventions. Artifact: Student data, spreadsheets	Person(s) Responsible: • MTSS School Improvement Coach • Administration Frequency: Monthly	
	Routinely incorporate instructional coaches and specialists into MTSS processes: <ul style="list-style-type: none"> • prior to MTSS referrals/meetings for consultation with teachers • during MTSS meetings to provide guidance and recommendations on best instructional practices, differentiation techniques, instructional materials, interventions, etc. • conducting teacher/ student observations • modeling data collection and the implementation of instructional practices and strategies 	1000-2000 Personnel & Benefits MTSS School Improvement Coach & Science Specialist	MTSS School Improvement Coach	Sept. 2021- June 2022	Evidence: Coaches are involved in classrooms prior to referrals, participating in meetings, and providing support to teachers (e.g., feedback, modeling, resources) Increase collaboration. Artifact: MTSS referral forms, meeting notes, coaching logs	Person(s) Responsible • MTSS School Improvement Coach • Administrators Frequency • Ongoing	

3. Essential Action/Research-Based Strategy: Enhance available social-emotional supports to increase access to academic instruction.

Status Q1-

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							Q2- Q3- EOY-
<p>What is the evidence driving the need for this essential action? 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. The pandemic and other current events have further increased the number of student concerns.</p>							
<p>What is the Plan to Assess Progress? Continuously monitor MTSS flexible tiering of social/emotional needs to ensure that students are receive supports that align to their needs and that the supports are moving students through the tiers appropriately.</p>							
Focus Area Strategic Plan Goal	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	Status
Student Accessibility & Support	Implement weekly guidance lessons across all grade levels.	N/A	School Counselors	Sept. 2021 – June 2022	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"> School Counselors Frequency <ul style="list-style-type: none"> Weekly 	
Student Accessibility & Support	Establish 30 minutes of designated daily SEAL time on the master calendar. Provide staff with access to monthly SEAL Resources to implement as Tier 1 instruction.	N/A	School Support Team (SST)	Sept. 2021- June 2022	Evidence: Staff implement provided resources during daily SEAL time. Artifact: SEAL resources	Person(s) Responsible <ul style="list-style-type: none"> School Support Team Darrell Sampson Frequency <ul style="list-style-type: none"> Monthly 	
Student Accessibility & Support	Create and distribute a monthly SST newsletter to families and staff.	N/A	School Support Team (SST)	Sept. 2021- June 2022	Evidence: SST communicates relevant information to staff and families.	Person(s) Responsible <ul style="list-style-type: none"> School Support Team 	

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					Artifact: Newsletters	Frequency <ul style="list-style-type: none"> Monthly 	
Student Accessibility & Support	Create and implement effective processes for monitoring and tracking Tier II & Tier III social/emotional interventions and supports through our school's MTSS process.	1000-2000 Personnel & Benefits MTSS School Improvement Coach	<ul style="list-style-type: none"> School Support Team (SST) MTSS School Improvement Coach 	Sept. 2021 – Nov. 2021	Evidence: SST track social/emotional tier placements of students. Artifact: Progress monitoring spreadsheet	Person(s) Responsible <ul style="list-style-type: none"> School Support Team MTSS School Improvement Coach Administration Frequency <ul style="list-style-type: none"> Monthly SST Team Meetings 	
Student Accessibility & Support	RULER: Identify school implementation team. Have team complete online professional learning courses.	N/A	RULER Implementation Team	July 2021- Aug. 2021	Evidence: Implementation team will become equipped with the knowledge and skills needed to roll out the RULER program to students and staff. Artifact: Online training completion certificates	Person(s) Responsible <ul style="list-style-type: none"> RULER Implementation Team Frequency <ul style="list-style-type: none"> Once following 6 week course 	
Student Accessibility & Support	RULER: Engage staff in professional learning about the RULER program.	N/A	All Staff	Introduction to RULER: Aug. 2021 Online Training Modules: Sept. 2021- Nov. 2021	Evidence: Staff will become equipped with the knowledge and skills needed to implement	Responsible <ul style="list-style-type: none"> RULER Implementation Team Administration 	

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				Staff Charter: Nov. 2021	RULER in their respective roles. Artifact: Online training completion certificates, Staff Charter	<ul style="list-style-type: none"> Faiza Jackson Frequency: <ul style="list-style-type: none"> Monthly 	
Student Accessibility & Support	RULER: Create an implementation plan that outlines the steps/phases of the RULER rollout to students.	N/A	RULER Implementation Team	Nov. 2021- Dec. 2021	Evidence: Staff are informed of the process that will be used to roll out RULER to students and what their specific responsibilities are. Artifact: Implementation plan	Responsible <ul style="list-style-type: none"> RULER Implementation Team Administration Faiza Jackson Frequency <ul style="list-style-type: none"> Once following completion of plan 	
Student Accessibility & Support	RULER: Roll out the RULER program to students using the implementation plan.	N/A	All Staff	Jan. 2022- June 2022	Evidence: Teachers have adapted an “emotions matter” mindset and are utilizing the four RULER tools in their classrooms to support students’ social/emotional needs. Artifact: Lesson plans, Physical representations of RULER (Charter, Mood Meter)	Responsible <ul style="list-style-type: none"> RULER Implementation Team Administration Faiza Jackson Frequency <ul style="list-style-type: none"> Monthly 	

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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: Commitment to Professional Learning / Equity & Anti-Racism</p>							
<p>SMART Goal(s): Improve the quality of stakeholder (staff, families, community) relationships with a focus on building trust, collaboration, and positive interactions as measured by Climate/Equity survey TBA by ACPS.</p>							
<p align="center">ACTION PLAN</p>							
<p>1. Essential Action/Research-Based Strategy: Engage teachers and leaders in regular collaborative study during weekly Professional Learning Communities.</p>							<p>Status Q1- Q2- Q3- EOY-</p>
<p>What is the evidence driving the need for this essential action? PLCs are an evidence-based method for improving the instructional practices of educators, which directly impacts student learning.</p>							
<p>What is the Plan to Assess Progress? 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 and impact on teacher practice.</p>							
<p align="center">Focus Area Strategic Plan Goal</p>	<p align="center">Action Steps</p>	<p align="center">Title I, Part A Budget Implications (if applicable)</p>	<p align="center">Person(s) Responsible for Implementation</p>	<p align="center">Timeframe (Beginning to End Dates)</p>	<p align="center">Evidence of Progress/Completion (Artifacts required)</p>	<p align="center">Person(s) Responsible for Monitoring and Frequency</p>	<p align="center">Status Please provide a brief description</p>
<p>Instructional Excellence</p>	<p>Reserve time for grade level Professional Learning Communities twice weekly.</p>	<p>N/A</p>	<p>Grade Level/ Department Teams</p>	<p>Sept. 2021- June 2022</p>	<p>Evidence: Teams meet twice/weekly. Artifact: PLC Meeting Minutes & agendas</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> Administration Instructional Coaches Grade Level/ Department Leads <p>Frequency</p>	

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 will use data analysis and MTSS processes to identify the academic, social, and emotional needs of students in order to provide customized instruction, services, and support to improve student outcomes.

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

						●—Weekly	
Instructional Excellence	<p>Work collaboratively in grade level teams to create unit plans that:</p> <ul style="list-style-type: none"> ● outline the specific sequence and pacing of each skill/standard ● break down the Virginia Standards of Learning and the accompanying Essential Knowledge ● align GLAD and CETA strategies with specific standards and skills to increase student engagement and access to the ACPS curriculum 	N/A	Grade Level/ Department Teams	Sept. 2021- June 2022	<p>Evidence: Teachers provide carefully scaffolded lessons which incorporate high-impact strategies (CETA & GLAD) that are aligned to the VA curriculum in terms of content and level of rigor.</p> <p>Artifact: Lesson Plans</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● Grade Level/ Department Leads ● Instructional Coaches ● CETA Coordinator ● GLAD Trainers <p>Frequency</p> <ul style="list-style-type: none"> ● At the start of every instructional unit 	
Instructional Excellence	<p>Conduct frequent and ongoing analysis of common data in order to:</p> <ul style="list-style-type: none"> ● Identify school trends and strengths/ weaknesses by grade level, subgroup, and for individual students ● Develop and implement instructional strategies ● Provide student interventions according to the MTSS structure 	3000 Supplemental Programs	<ul style="list-style-type: none"> ● Grade Level/ Department Teams ● MTSS School Improvement Coach 	Sept. 2021- June 2022	<p>Evidence: Teachers collaboratively analyze common data to tier students and drive instructional practices.</p> <p>Artifact: Common formative and summative assessments and respective data.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● Grade Level/ Department Leads ● Instructional Coaches ● MTSS School Improvement Coach ● Administration <p>Frequency</p> <ul style="list-style-type: none"> ● At the conclusion of each instructional unit (math & reading) ● Following the administration of division assessments 	

OVERARCHING SCHOOL GOAL:

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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

<p>Instructional Excellence, Student Accessibility & Support</p>	<p>EL: Engage EL staff in a department specific PLC with a focus on maximizing EL support, building capacity of general education teachers, co-teaching, and best practices in Tier 1.</p>	<p>N/A</p>	<p>EL Teachers</p>	<p>Oct. 2021- June 2022</p>	<p>Evidence: General education teachers are better equipped with strategies and best practices to support EL students during Tier I instruction.</p> <p>Artifact: PLC meeting notes/agendas, Lesson plans</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● EL Lead Teacher ● Jaime Pratt ● Anna Harvin <p>Frequency</p> <ul style="list-style-type: none"> ● Monthly 	
<p>Instructional Excellence, Student Accessibility & Support</p>	<p>EL: Implement “EL Shadowing” to collect data on the frequency EL students are engaged in each language domain during Tier I instruction.</p>	<p>N/A</p>	<p>EL Teachers</p>	<p>Round 1: Oct. 2021</p> <p>Round 2: Feb. 2022</p> <p>Round 3: April 2022</p>	<p>Evidence: Data collected during EL Shadowing provides insight on which language domains need more emphasis during Tier I instruction, allowing EL teachers to better support general education teachers in lesson planning and instructional delivery.</p> <p>Artifact: EL shadowing forms</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● EL Lead Teacher ● Jaime Pratt ● Anna Harvin <p>Frequency</p> <p>3x/ year</p>	
<p>Instructional Excellence, Student Accessibility & Support</p>	<p>EL: Provide EL teachers with the opportunity to engage in peer observations.</p>	<p>N/A</p>	<p>EL Teachers</p>	<p>Round 1: Nov. 2021- Dec. 2021</p> <p>Round 2: April 2022</p>	<p>Evidence: EL teachers will observe each other in practice to provide feedback and enhance their own practices.</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● EL Lead Teacher ● Jaime Pratt ● Anna Harvin 	

OVERARCHING SCHOOL GOAL:

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

Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

					Artifact: Peer observation forms w/ feedback	Frequency 2 rounds	
<p>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.</p>							<p>Status Q1- Q2- Q3- EOY-</p>
<p>What is the evidence driving the need for 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.</p>							
<p>What is the Plan to Assess Progress? Give staff frequent opportunities to provide anonymous and voluntary reflections in response to our equity work.</p>							
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 <i>Please provide a brief description</i>
Systemic Alignment, Student Accessibility and Support	Conduct mandatory monthly equity training provided by ACPS.	N/A	Administration	October 2021- June 2022	Evidence: Staff reflect on their own positionality and adapting practices which provide equitable access and combat systemic racism and oppressive practices.	Person(s) Responsible <ul style="list-style-type: none"> Administration Kennetra Wood Frequency <ul style="list-style-type: none"> Monthly 	

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.

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Status Options: (1) Completed, (2) Completed-Ongoing, (3) In Progress

					Artifact: PD Roster, staff reflections		
Systemic Alignment, Student Accessibility and Support	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	<ul style="list-style-type: none"> Administration Title I Liaison Treasurer 	Sept. 2021- June 2022	<p>Evidence: Staff are integrating supplemental resources and ensuring equitable access to resources to all students.</p> <p>Artifacts: Budget, purchase orders</p>	<p>Person(s) Responsible</p> <ul style="list-style-type: none"> Administration Title I Liaison Treasurer <p>Frequency</p> <ul style="list-style-type: none"> Monthly 	