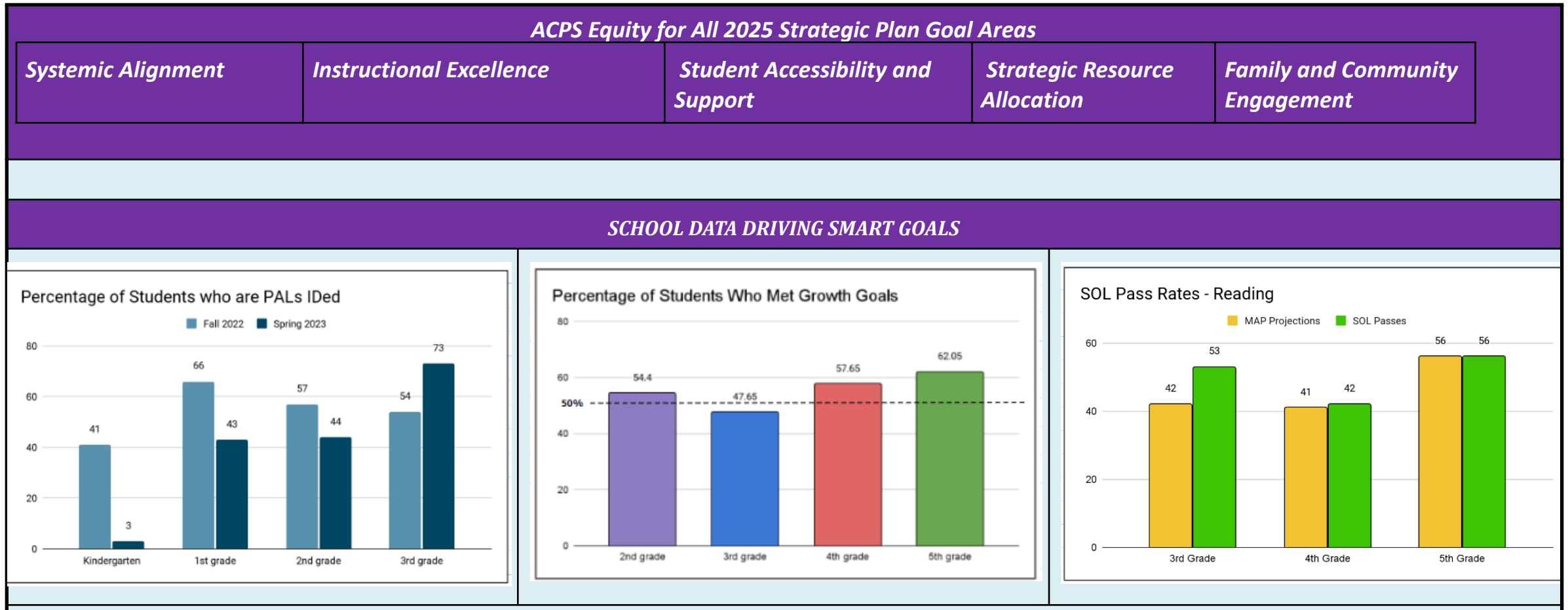


**OVERARCHING SCHOOL GOAL:**

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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

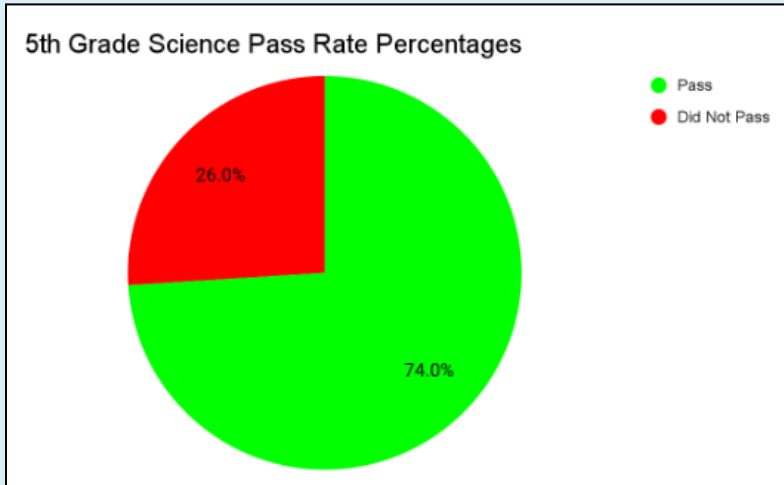
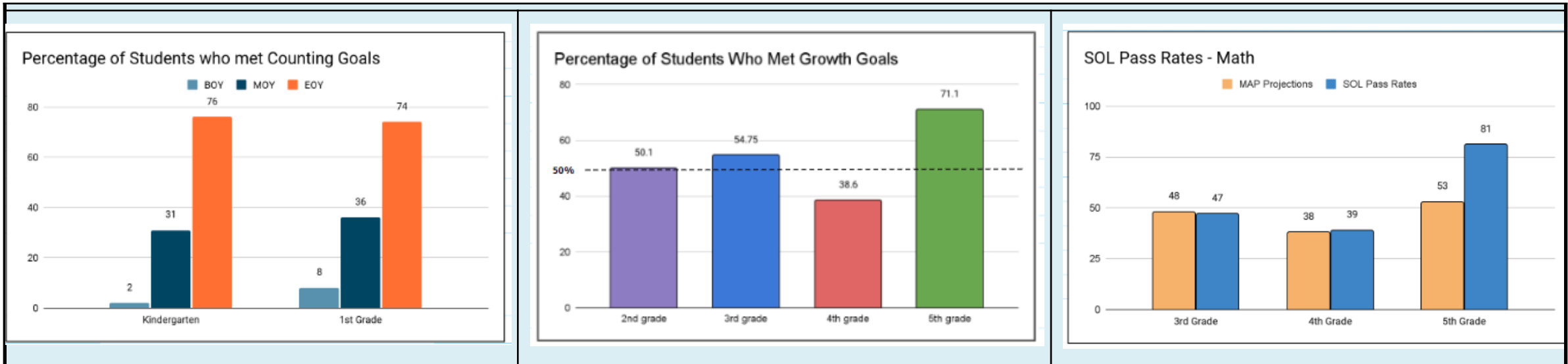


# OVERARCHING SCHOOL GOAL:

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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



**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**

<b>STRAND I: TEACHING FOR LEARNING</b>				
<b>FOCUS AREA:</b> 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.				
<b>PRIORITY QUESTION(S):</b>				
<b>PROBLEM STATEMENT(S):</b>				
<b>LINK TO ROOT CAUSE ANALYSES (pdf, photo, slide, etc.):</b> End-of-year SIP analysis: ( <a href="https://dochub.com/kellie-johnson-8mpg9p/nO1YzvAwA1gG73kw6L4WP2/end-of-year-sip-anaylsis-pdf?dt=s_Q81SExgttWMzx876t8">https://dochub.com/kellie-johnson-8mpg9p/nO1YzvAwA1gG73kw6L4WP2/end-of-year-sip-anaylsis-pdf?dt=s_Q81SExgttWMzx876t8</a> ) Datapalooza: ( <a href="https://docs.google.com/presentation/d/1xfWTsgBptlBxLJY0I1TJqDnqaf_n69fSsB0EtPZy-2g/edit?usp=sharing">https://docs.google.com/presentation/d/1xfWTsgBptlBxLJY0I1TJqDnqaf_n69fSsB0EtPZy-2g/edit?usp=sharing</a> )				
<b>1</b>	<b>ENGLISH LANGUAGE ARTS (ELA)</b>	<b>2</b>	<b>MATHEMATICS</b>	<b>Status Q1- In Progress Q2- Q3- EOY</b>
	<b>SMART Goal(s):</b> By June 2024, the number of students identified as “PALS IDed” in grades K-2 will decrease by 50%. By June 2024, all students in grades 2-5 will meet or exceed their conditional growth index from Fall to Spring MAP assessment.		<b>SMART Goal(s):</b> By June 2024, all students in kindergarten will demonstrate numeracy skills by counting orally from 1-100 by 1s and 10s and demonstrate the ability to form groups up to 20 using 1:1 correspondence. All students in first grade will count orally from 1-110 by 1s, 2s, 5s, and 10s. By June 2024, all students in grades 2-5 will meet or exceed their conditional growth index from Fall to Spring MAP assessment.	
<b>3. Other (specify):</b>	Science	<b>SMART Goal(s):</b> By June 2024, all students at Cora Kelly will participate in STEM Lessons and demonstrate science skills as measured by teacher-created end of unit assessments with a class average of 70% or higher.  By June 2024, students in 5th grade will demonstrate a pass rate of 70% on the Science SOL.		
<b>ACTION PLAN</b>				
<b>1. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):</b> In order to target student’s weaknesses in reading, based on EOY data analysis of PALS data and growth index from Fall to Spring MAP assessment, Cora Kelly will implement Bookworms program with integrity during the 2023-2024 school year across all grade levels.				<b>Status</b>

**OVERARCHING SCHOOL GOAL:**

[Click here to enter text](#)

\*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**

<p>Bookworms was adopted by ACPS in the 2022-23 school year and was piloted in specific grade levels. For the 2023-2024 school year, Cora Kelly will implement Really Great Reading in grades K-2. School wide, Cora Kelly will utilize school-wide AVID strategies and classroom based GLAD strategies.</p>							<p>Q1- In Progress Q2- Q3- EOY</p>
<p><b>What is the plan to monitor implementation and impact? (<i>processes and checkpoints to review data while EA is in progress</i>)</b>  <b>Monitor Implementation:</b> 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 <a href="#">internally and externally researched in terms of student outcomes</a>. 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: <a href="#">Bringing Research to Practice with Foundational Reading Skills Instruction for Beginning Readers</a>, 2019). ***The Bookworms curriculum incorporates the important aspects of research- based best practices into straightforward lesson structures that support reading which focuses on foundational skills, language comprehension, and composition based on grade level expectations. Bookworms design is based on language development research which supports Multilingual Learners with multiple forms of support and differentiated skilled lessons. Bookworms differentiates instruction at the foundational skills level rather than text level which helps accelerate student’s reading growth. Bookworms assist students in building knowledge and learn new vocabulary by reading a wide range of themes and topics. (Source: <a href="#">K-5 Reading &amp; Writing English Language Curriculum</a>, 2023).  <b>Monitor Impact:</b> 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 DIBELS, IDI (Informal Decoding Inventory), PALS quick checks, mid-year, and end-of-year PALS assessments.</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 Please provide a brief description
K-2 Teachers, Social Emotional and Academic Learning Recovery	Engage teachers in professional development (PLCs, staff meetings, division-wide PD) for the phonics reading curriculum (RGR), Bookworms, GLAD, DIBELS, and, AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of Note Taking)	Staff compensation if outside of contract hours.	Reading Coach and Instructional Specialists	June 2023-June 2024	Evidence/Artifacts: Lesson Plans, Fidelity walk-through checklist, attendance from division-wide PD	Ongoing, Reading Coach	In Progress

**OVERARCHING SCHOOL GOAL:**

[Click here to enter text](#)

\*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**

K-2 Teachers, Social Emotional and Academic Learning Recovery	Teams meet in PLCs to discuss, plan, and implement RGR, Bookworms, GLAD, DIBELS, and, AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of Note Taking)	Purchase of additional leveled materials as necessary to ensure that students receive appropriate curricula	Reading Coach, Data Coach, and Instructional Specialist	August 2023-November 2024	Evidence/Artifacts: Lesson Plans, Fidelity walk-through checklist and PLC agendas/monthly PLC Activity Planning Rubric Quarterly data analysis	Ongoing Reading Coach	
K-2 Teachers, Social Emotional and Academic Learning Recover	Develop coach, instructional specialist, and peer observation schedule to ensure staff have access to see instruction following the expected program and strategies listed above.	Staff compensation if outside of contract hours.	Admin, Data Coach, AVID Site Team, Instructional Specialist	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Instructional walkthroughs: GLAD, AVID, Specialized Instruction walkthroughs (revise EL Shadowing tool)	Ongoing Admin	
All Staff	Bookworm visuals and train on use for transition time and informal student interactions	Purchase of additional leveled materials as necessary to ensure that students receive appropriate curricula Staff compensation if outside contract hours	Reading Coach and Instructional Specialist	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Fidelity walk-through checklist	Ongoing Admin	
3-5 Teachers, Social Emotional and Academic Learning Recovery	Teams meet in PLCs to discuss, plan, and implement the Bookworms, GLAD, DIBELS, and, AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of		Reading Coach and Instructional Specialist	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Instructional walkthroughs: GLAD, AVID, Specialized Instruction walkthroughs (revise EL Shadowing tool) and PLC agendas	Ongoing Admin	

**OVERARCHING SCHOOL GOAL:**

[Click here to enter text](#)

\*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**

	Note Taking, and goal setting in grades 3-5.						
3-5 Teachers, Social Emotional and Academic Learning Recover	Engage teachers in professional development in Bookworms, GLAD, and AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of Note Taking, and goal setting in grades 3-5.	Staff compensation if outside contract hours	Reading Coach and Instructional Specialist	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Fidelity walk-through checklist and agendas	Ongoing Admin	
<p><b>2. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):</b>                  Provide Extended Learning Opportunities to students who are at-risk for or already experiencing academic and social emotional learning gaps  <i>What is the evidence that this Research-Based Strategy will improve outcomes?</i> 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>							<p><b>Status</b> Q1- Q2- Q3- EOY</p>
<p><b>What is the plan to monitor implementation and impact? (processes and checkpoints to review data while EA is in progress)</b>  <b>Monitor Implementation:</b> During the 2022-23 school year, students made academic growth, however, data indicate that not all students made the projected MAP growth in reading and/or math. Continued alignment of instructional programming through the existing MTSS systems is necessary to monitor student progress. At the conclusion of the 2022-23 school year, 49% of students met their MAP growth goal in reading and 66% students met their MAP growth goal in math. 18 students were being monitored in the MTSS progress. (add the current data)  <b>Monitor Impact:</b> 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.</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 Please provide a brief description
Teachers, Social Emotional and Academic	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, Instructional Data Coach	August 2023-May 2024	Evidence/Artifacts: PLC agendas	Ongoing Admin	

**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**

Learning Recovery							
Teachers, Social Emotional and Academic Learning Recovery	Incorporation of AIM4S3 Focus & Motivation strategies (chants, manipulatives, literature connections, 3 Act Tasks, etc.) to generate excitement about mathematics.		Math Coach	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, walk-through checklist, data	Ongoing Admin	
Teachers, Social Emotional and Academic Learning Recovery	Daily number talks incorporated into math blocks	Teacher pay for planning, data analysis, and targeted instruction as needed.	Math Coach	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, walk-throughs on number talks, data	Ongoing Admin	
Teachers, Social Emotional and Academic Learning Recovery	Engage teachers in professional development in AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of Note Taking, and goal setting in grades 3-5.	Teacher pay for planning, data analysis, and targeted instruction as needed.	Math Coach AVID Site Team	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Instructional walkthroughs: GLAD, AVID, Specialized Instruction walkthroughs (revise EL Shadowing tool) and PLC agendas	Ongoing Admin	
Teachers, Social Emotional and Academic Learning Recovery	Teams meet in PLCs to discuss, plan, and implement AVID WICOR strategies (with focus on Writing and Organization including, but not limited to 5 Phases of Note Taking,	Teacher pay for planning, data analysis, and targeted instruction as needed.	Math Coach AVID Site Team	October 2023-June 2024	Evidence/Artifacts: Lesson Plans, Instructional walkthroughs: GLAD, AVID, Specialized Instruction walkthroughs (revise EL Shadowing tool) and PLC agendas	Ongoing Admin	

**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**

	and goal setting in grades 3-5.						
Chronic Absenteeism, Social Emotional and Academic Learning Recovery	Weekly Attendance meetings with school social worker, parent liaison, counselor, admin and other staff members as needed		Social worker	September 2023 - June 2024	Evidence/Artifacts: Meeting notes, agendas Evidence of Progress: weekly monitoring of high-risk chronically absent students weekly attendance	Ongoing Admin	
Chronic Absenteeism, Social Emotional and Academic Learning Recovery	Targeted Parent Coffee with an Attendance focus	Attendance books, alarm clocks	Social worker and Parent Liaison	September 2023 - June 2024- January 2024 Mid-year review	Evidence/Artifacts: Agenda, Parent Presentation Evidence of Progress: Parent Questionnaire	Ongoing Admin	
<p><b>3. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):</b> 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.</p>							<p><b>Status</b> Q1- Q2- Q3- EOY</p>
<p><b>What is the plan to monitor implementation and impact? (processes and checkpoints to review data while EA is in progress)</b>  <b>Monitor Implementation:</b> During the 2022-23 school year, students made academic growth, however, data indicate that not all students made the projected MAP growth in reading and/or math. Continued alignment of instructional programming through the existing MTSS systems is necessary to monitor student progress. At the conclusion of the 2022-23 school year, 49% of students met their MAP growth goal in reading and 66% students met their MAP growth goal in math. 18 students were being monitored in the MTSS progress.  <b>Monitor Impact:</b> Student engagement will be monitored through the use of a spreadsheet to track participation in clubs and activities.</p>							



**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**

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
Coaches and administration, Social Emotional and Academic Learning Recovery	Instructional coaching and administration teams meet monthly to review data, schedule and review walkthroughs, and align externally provided trainings/directives to ensure school-wide focus remains aligned.	Data	Data and Instructional coach/Admin	September 2023-June 2024	Evidence/Artifacts: Lesson Plans, Data review in PLC meeting	Ongoing Admin	
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	October 2023-May 2024	Evidence/Artifacts: PLC agenda/notes	Ongoing Admin	
Instructional Staff, Social Emotional and Academic Learning Recovery	Data and instructional coaches support teacher to ensure MAP data is being utilized in IE planning during PLC (IE-state tier 2 intervention groups)		Admin Data and Instructional Coach	October 2023-May 2024	Evidence/Artifacts: PLC agenda notes/data review	Ongoing Admin	
Instructional Staff, Social	Provide half-day planning opportunities for grade level teams to be used for	Cost of substitute coverage for general education teachers	Admin;Admin Assistant	October 2023-May 2024	Evidence/Artifacts:	Ongoing Admin	

**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**

Emotional and Academic Learning Recovery	data analysis and instructional planning related to specific student-data from PALS, MAP, and other assessments				Lesson Plans and pacing guides, Grade Level Pacing and agendas		
Instructional Staff, Social Emotional and Academic Learning Recovery	Monthly vertical check ins to align instructional strategies and build capacity to support students who are performing below or above grade level		Instructional Coaches	October 2023-May 2024	Evidence/Artifacts: Lesson Plans, Agendas	Ongoing Admin	
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 2023-May 2024	Evidence/Artifacts: Lesson Plans, Agendas	Ongoing Admin	
Instructional Staff, Social Emotional and Academic Learning Recovery	Increase rigor of science related questions through the incorporation of higher ordering questioning using Costa's Levels of Thinking (WICOR).(AVID)		Stem Coach	October 2023-May 2024	Evidence/Artifacts: Lesson Plans, walk-through checklist, PLC agendas	Ongoing Admin	
Instructional Staff, Social	Grade level field trips aligned with content standards to offer	Offer entrance fees and transportation costs for students and parent	Grade level leads supported by Instructional	October 2023-May 2024	Evidence/Artifacts: Field Trip request form and student permission slips.	Ongoing Admin	

**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**

Emotional and Academic Learning Recovery	alternatives to engagement and exposure to outside resources	chaperones. Include staff compensation for time outside of contract hours.	Coaches; admin assistant				
Instructional Staff, Social Emotional and Academic Learning Recovery	Incorporate writing into content areas per strategies and training offered by the Reading team and GLAD/AIM4s3 Instructional Specialist (Book worms writing) (AVID)	Pay for AIM4s3 Staff Training for math scaffolding implementation.	Reading Coach/GLAD Specialist AVID Site Team	October 2022-May 2024	Evidence/Artifacts: Lesson Plans, walk-through checklist, PLC agendas	Ongoing Admin	
Instructional Staff, Social Emotional and Academic Learning Recovery	Provide ongoing training and supports for utilization of RGR Handwriting and Bookworms writing to support increased writing across the curriculum		Reading Instructional Coach and Reading Interventionist	October 2023-May 2024	Evidence/Artifacts: Lesson Plans, Fidelity walk-through checklist, PLC agendas	Ongoing Admin	
Instructional Staff, Social Emotional and Academic Learning Recovery	Purposeful use of instructional programs to provide targeted skill-based remediation and enrichment (DreamBox, IXL-(5th grade), Lexia, etc)		Instructional Coaches	October 2023-May 2024	Evidence/Artifacts: Lesson Plans, walk-through checklist, PLC agendas	Ongoing Admin	
Instructional Staff, Social Emotional	Provide staff with paid planning time outside of contract hours to ensure prioritization of specific SIP	Staff Compensation	Admin	October 2023-May 2024		Ongoing Admin	

**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

and Academic Learning Recovery	data-informed differentiated instructional planning						
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**STRAND II: SCHOOL ENVIRONMENT**

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

**FOCUS AREA:** Family and Community Engagement

**PRIORITY QUESTION(S):**

**PROBLEM STATEMENT(S):**

**LINK TO ROOT CAUSE ANALYSES (pdf, photo, slide, etc.):**

**SMART Goal(s):** **\*NEW\***

By June 2024, all students identified as needing additional social-emotional, behavioral, and attendance intervention through the student-talk and MTSS process will make growth as evidence by decrease in discipline referrals and chronic absenteeism.

**ACTION PLAN**

**1. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):**

Status  
Q1- In Progress  
Q2-  
Q3-  
EOY

**What is the plan to monitor implementation and impact? (processes and checkpoints to review data while EA is in progress)**

**Monitor Implementation:** DESSA is research based SEL assessment based on CASEL standards. The assessment provides a comprehensive view of student social-emotional skills. The DESSA assessment is action based and predicts social emotional competence with a high level of accuracy. Cora Kelly staff can provide targeted data driven tier two inventions. (add in dessa link)

**Monitor Impact:** NOT INCLUDED IN PREVIOUS SIP

**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**

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>
Instructional staff, Social Emotional and Academic Learning Recovery	Evening learning events will be offered to students and families related to each content area (STEM, Math, Literacy, SOL nights, AVID workshops, etc.) by the school such as enrichment activities, community service, service learning, and college/ career exploration.	Material provided to families and staff planning plus staff after hour compensation.	AVID Site, Parent Liaison, Instructional Coaches, Admin Assistant, and Admin	October 2023-May 2024	Sign in sheets, fliers, and agendas and parent feedback	Ongoing Admin	
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	Material provided to families and staff planning plus staff after hour compensation.	Parent Liaison and Admin Assistant, and Admin	October 2023-May 2024	Sign in sheets, fliers, and agendas and parent feedback	Ongoing Admin	
Instructional staff, Social Emotional and Academic Learning Recovery	SST to provide targeted Tier 2 and 3 interventions based on DESSA data.		Student Support Team	October 2023-June 2024	Evidence/Artifacts: PBIS data, behavior spreadsheet/ DESSA data	Ongoing Admin	
Instructional staff, Social Emotional and Academic	Provide training for utilization of DESSA assessment to staff.		Student Support Team	October 2023-June 2024	Evidence/Artifacts: Professional learning agenda and sign in	Ongoing Admin	

**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**

Learning Recovery							
<p><b>2. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):</b> Multiple opportunities for direct communication with parents regularly regarding student progress and areas of strength and growth</p>							<p><b>Status</b> Q1- Q2- Q3- EOY</p>
<p><b>What is the plan to monitor implementation and impact? (processes and checkpoints to review data while EA is in progress)</b>  <b>Monitor Implementation:</b> A multitude of <a href="#">research</a> indicates that strong home school partnerships result in improved student outcomes.  <ul style="list-style-type: none"> <li><b>What is the evidence that this Research-Based Strategy will improve outcomes?</b> Family engagement will be monitored through the use of a spreadsheet to track participation in events.</li> </ul> <b>Monitor Impact:</b> <b>NOT INCLUDED IN PREVIOUS SIP</b></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 Please provide a brief description
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		Instructional Coach, Parent Liaison, Admin/ <b>teachers</b>	August 2023-June 2024	Evidence/Artifacts: Communication Logs, MTSS spreadsheet and action steps, SST communication.	Ongoing Admin	In progress
Classroom teaching teams, Social Emotional and Academic Learning Recovery	Grade level newsletters with content covered and key dates printed and sent home monthly		Parent Liaison, Admin/ <b>teachers</b>	September 2023-June 2024	Evidence/Artifacts: Grade level Newsletters/ <b>Parent square communication</b>	Ongoing Admin	In progress

**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**

Admin, Social Emotional and Academic Learning Recovery	Parent square communication sent every week with important details regarding school events and relevant topics for home school connection and support		Parent Liaison, Admin/teachers	August 2023-June 2024	Evidence/Artifacts: Parent square	Ongoing Admin	In progress
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**3. Essential Action/Research-Based Strategy (aligned with Root Cause Analyses):** Offer students opportunities for participation in individual/small group tutoring, clubs and organizations during the school day and after-school through the development of community partnerships and PTA sponsored clubs.

**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)**  
**Monitor Implementation:** Families have indicated a desire for additional opportunities for child care and students desire increased opportunities for in-person engagement and socialization.

- What is the evidence that this Research-Based Strategy will improve outcomes?** Student engagement will be monitored through the use of a spreadsheet to track participation in clubs and activities. Students will

**Monitor Impact: As this was not a goal on previous SIP, NOT INCLUDED IN PREVIOUS SIP**

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
Academic Disparities, Social Emotional	Spitfire partnership for girls in grades 1-5		Admin/Parent Liaison	October 2023- June 2024	Evidence/Artifacts:Parent Square, and fliers Student sign in sheet :	Ongoing, Admin	In Progress.
Academic Disparities, Social Emotional	Alexandria Soccer Association (ASA) partnership for students in grades K-5		Admin/Parent Liaison	October 2023- June 2024	Evidence/Artifacts:fliers and parent square communication Students sign in	Ongoing, Admin	Alexandria soccer program ran from September

**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**

							14th-October 18.
Social Emotional and Academic Learning Recovery	Book Buddies (ATC) partnership for 1st grade students during IET (Intervention Enrichment and Targeted Instruction) instructional day		Reading Coach	October 2023- June 2024	Evidence/Artifacts:Sign in sheets and students PALS reading progress	Ongoing Admin	In progress
Social Emotional and Academic Learning Recovery	LEC Tutoring Program		Reading Coach, Admin	October 2023- June 2024	Evidence/Artifacts:Sign in sheets and students PALS reading progress	Ongoing Admin	In progress