

OVERARCHING SCHOOL GOALS:

The number of students reading on grade level by the end of fourth grade will increase to 75 percent or higher as measured by the end of year screener by the end of the 2022 school year.

The number of students passing the SOL mathematics assessment in third and fourth grades will increase to 60 percent or higher.

The school will be characterized as a positive environment for learning for all as measured by Panorama Data.

STRAND I: TEACHING FOR LEARNING						
1	ENGLISH LANGUAGE ARTS (ELA)			2	MATHEMATICS	
	SMART Goal(s): <ul style="list-style-type: none"> By June, 2022, the percentage of students meeting the PALS benchmark in 1st grade will increase from 46% in Spring, 2021, to 60% or higher in Spring, 2022. By June 2022, the percentage of African American students passing the English SOL test for the school will increase from 42% in Spring, 2021, to a minimum of 57%. By June 2022, the percentage of students with disabilities passing the English SOL test in Spring 2021, for the school will increase from 27% to a minimum of 42%. 				SMART Goal(s): <ul style="list-style-type: none"> By June, 2022, the percentage of African American students passing the Mathematics SOL test will increase from 32% in Spring, 2021, to a minimum of 47%. By June, 2022, the percentage of SPED students passing the Mathematics SOL test in Spring, 2021, will increase from 33% to a minimum of 48%. By June, 2022, the percentage of Hispanic students passing the Mathematics SOL test will increase from 40% to a minimum of 55%. 	
3	SCIENCE			4	HISTORY/SOCIAL SCIENCE	
	SMART Goal(s):				SMART Goal(s):	
5 Other (specify):				SMART Goal(s):		
ACTION PLAN						
1. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency

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<p>English: PALS/1st grade</p>	<p>Implement Balanced Literacy and Empowered Learning, targeting Writing Workshop and Independent Reading, and PALS tutoring groups with fidelity as guided by WPS curriculum documents and monitored through the observation cycle. Use of MTSS to provide intervention services to students who need tier 2 and tier 3 support.</p>	<p>Code 1000: Paraprofessionals (\$27, 720) Code 2000: FICA (\$2120.58) Code 3000: PD; conferences (\$5159.42) Code 6000: Parent and Family events (\$4000) Code 6000: Classroom resources (\$3000) Code 6000: Global Ed learning materials (\$2000)</p>	<p>Principal Asst Principal Instructional Coach Division Specialist Interventionist</p>	<p>August 2021 - June 2022</p>	<p>Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on implementation of Balanced Literacy, Writing Workshop, Independent Reading, and PALS tutoring groups</p>	<p>Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Instructional coach, MTSS coach</p>
<p>English: African American Subgroup</p>	<p>Implement Balanced Literacy and Empowered Learning, targeting Writing Workshop and Independent Reading, and PALS tutoring groups with fidelity as guided by WPS curriculum documents and monitored through the observation cycle. Use of MTSS to provide</p>	<p>See above</p>	<p>Principal Asst Principal Instructional Coach Division Specialist Interventionist</p>	<p>August 2021 - June 2022</p>	<p>Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on implementation of Balanced Literacy, Writing Workshop, and Independent Reading.</p>	<p>Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Instructional coach, MTSS coach</p>

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	intervention services to students who need tier 2 and tier 3 support.					
English: Special Education Subgroup	Implement Balanced Literacy and Empowered Learning, targeting Writing Workshop and Independent Reading, and PALS tutoring groups with fidelity as guided by WPS curriculum documents and monitored through the observation cycle. Use of MTSS to provide intervention services to students who need tier 2 and tier 3 support.	See above	Principal Asst Principal Instructional Coach Division Specialist Interventionist	August 2021 - June 2022	Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on implementation of Balanced Literacy, Writing Workshop, and Independent Reading.	Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Director of Special Education, Instructional coach, MTSS coach
2. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Math: African American Subgroup	Implement Guided Math and Empowered Learning through an aligned written, tested, and taught curriculum, with clear objectives, and monitored through the observation cycle. Use of MTSS to provide intervention services to students who need tier 2 and tier 3 support.	See above	Principal Asst Principal Instructional Coach Division Specialist Interventionist	August 2021 - June 2022	Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on Guided Math.	Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Instructional coach, MTSS coach

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Math: Special Education Subgroup	Implement Guided Math and Empowered Learning through an aligned written, tested, and taught curriculum, with clear objectives, and monitored through the observation cycle. Use of MTSS to provide intervention services to students who need tier 2 and tier 3 support.	See above	Principal Asst Principal Instructional Coach Division Specialist Interventionist	August 2021 - June 2022	Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on Guided Math.	Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Director of Special Education, Instructional coach, MTSS coach
Math: Hispanic Subgroup	Implement Guided Math and Empowered Learning through an aligned written, tested, and taught curriculum, with clear objectives, and monitored through the observation cycle. Use of MTSS to provide intervention services to students who need tier 2 and tier 3 support. Integrate mathematics teaching and vocabulary in our dual language curriculum. Collaboration between classroom and ESOL teachers for integrating mathematics language goals into their curricula.	See above	Principal Asst Principal Instructional Coach Division Specialist Interventionist Participate liaison and director	August 2021- June 2022	Lesson plans, observation reports Meeting minutes, PD resources, targeted observations on Guided Math, dual language PD agendas and curriculum products	Principal, Assistant Principal, Director of Elementary/Intermediate Instruction, Coordinator of ESOL, Instructional coach, MTSS coach, Participate director and liaison

3. Essential Action/Research-Based Strategy:

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4. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
STRAND II: SCHOOL ENVIRONMENT						
6	Leadership and Governance		7	Commitment to Professional Learning		
	SMART Goal(s):			SMART Goal(s): <ul style="list-style-type: none"> By June, 2022, at least 50% of the teachers and staff at VACDES will report favorably on the Panorama survey regarding feedback and coaching. 		
8	Safe and Orderly Environments		9	Family and Community Engagement		
	SMART Goal(s): <ul style="list-style-type: none"> By June, 2022, the risk factor for major referrals in the black subgroup will decrease from 3.23 at the beginning of the 2021-2022 school year to 1.73. <ul style="list-style-type: none"> The first four weeks of the 2021-22 school year, The risk ratio for the white subgroup was 1.41, and the risk ratio for the Latinx subgroup was .51. 			SMART Goal(s):		

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Other (specify):	<i>(i.e. chronic absenteeism)</i>		SMART Goal(s):			
<i>ACTION PLAN</i>						
1. Essential Action/Research-Based Strategy:						
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Safe and Orderly Environment/ Classrooms	Fully implement Tier I/II PBIS as monitored by classroom observations.		Assistant Principal Principal	August 2021- June 2022	PBIS committee meeting minutes; PD agendas, SWIS data, PBIS discipline forms	Assistant principal, principal, Director of Elementary and Intermediate Instruction, Division Behavioralist, Division PBIS specialist
Safe and Orderly Environment/ Problem Behaviors	Utilize the MTSS process to identify and address students who need Tier II/III PBIS.		Assistant Principal Principal MTSS Coach Interventionist	August 2021- June 2022	PBIS committee meeting minutes; PD agendas, SWIS data, PBIS discipline forms	Assistant principal, principal, Director of Elementary and Intermediate Instruction, Division Behavioralist, Division PBIS specialist, MTSS Coach
2. Essential Action/Research-Based Strategy:						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Professional Development/ Teacher and Staff Satisfaction	Implement collaboratively developed VACDES PD plan focused on division and school initiatives.	See above	Principal Assistant principal Team Leaders Instructional coach	August 2021- June 2022	Team leader, PLC School Improvement, Title I School wide Planning committees' minutes; PD agendas; Panorama survey data, observations	Principal Assistant principal Director of Elementary/Intermediate Instruction Instructional coach

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Professional Development/ Teacher and Staff Satisfaction	Provide choice in PD opportunities		Principal Assistant principal Instructional coach	August 2021- June 2022	Team leader, PLC School Improvement, PD agendas; Panorama survey data, observations	Principal Assistant principal Instructional Coach MTSS coach
Professional Development/ Teacher and Staff Satisfaction	Provide monthly PD for teaching assistants		Principal Assistant principal Admin interns	September 2021-May 2022	TA survey--January 2022; Panorama data	Principal Assistant principal Admin interns
3. Essential Action/Research-Based Strategy:						
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