

## OVERARCHING SCHOOL GOAL:

ACES goal is to close achievement gaps among all subgroups over a three year period.

### Virginia's Continuous School Improvement Planning Process

SMART GOAL #1					
DOMAIN: English / Language Arts					
SMART Goal(s): Students with disabilities taking the SOL reading assessment will increase the pass rate from 64% to 78% by 2024 with growth annually.					
ACTION PLAN					
Action Step 1: Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students through Professional Learning Communities					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
ExEd teachers	Monthly meeting notes with exceptional education teachers: This team meets monthly to review recent data, collaborate with one another and develop action steps based upon the data.	Special Education Coordinator	Component 2	August 2020 - May 2024	Administration monitors meeting minutes. /monthly <i>(Insert link to meeting minutes)</i>
ExEd teachers	Team members are attending several sessions for Professional Learning (Orton Gillingham) to address the needs of students. Evidence will include professional development notes and attendance.	Administration	Component 2	August 2020 - May 2024	Administration/ yearly
Action Step 2: Set high expectations for student achievement, supported by frequent monitoring of student progress					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
K-2 students	Focus on student reading growth and development of phonemic awareness skills: Monthly progress monitoring of students reading growth & team members are attending several sessions for Professional Learning (Orton Gillingham) to address the needs of students.	K-2 teachers	Component 2	August 2020 - May 2024	Teachers input reading levels into <a href="#">ACES Data 2019 - 2020</a>  Running records will be taken using PALS and MAPS. Administration reviews the

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					data collected each month.
K-2 Students	Provide daily multisensory instruction using Orton Gillingham training. Evidence will include teacher lesson plans.	K-2 teachers	Component 2	August 2020 - May 2024	Teachers input reading levels into <a href="#">ACES Data 2019 - 2020</a>  Running records will be taken using PALS and MAPS. Administration reviews the data collected each month.
Students in grades K-5	Regular progress monitoring in reading: Teachers guide students in maintaining year long data folders to track progress (NWEA, summatives, benchmark scores) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals. Evidence will include data collection on <a href="#">ACES Data 2019 - 2020</a> .	Teachers in grades K-5	Component 1	August 2020 - May 2024	Administration regularly reviews <a href="#">ACES Data 2019 - 2020</a> . Grade level data is summarized for each data point by administration.
Students in grades K-5	Completion of daily formative exit tickets to assess learning: Teachers assign and collect formative assessments to determine student learning on a daily basis. The data is utilized to remediate as necessary in small groups. Evidence will include examples of formative assessments.	Teachers in grades K-5	Component 1	August 2020 - May 2024	Admin reviews plans to include formative assessments./quarterly

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Action Step 3: Implement a response to intervention framework to support all students					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
SWD in grades K-5	<p>Analysis of SWD in 3-4 to determine specific needs and areas for focus.</p> <p>Additional daily small group instruction targeted to meet the needs of students while providing solid reading instruction: SWD will receive targeted small group instruction matching the needs of the individual students. Evidence will include lesson plans of small group instruction.</p>	Exceptional Education teachers/RISE Teachers	Component 1	August 2020 - May 2024	Case Managers will create the plans each week. Flexible grouping to review areas of need based on data./weekly
Select SWD in grades K-5	SWD will receive additional targeted small group instruction.	Reading Specialist	Component 1	August 2020 - May 2024	Reading Specialist creates the plans each week.
Students in grades K-5	Additional daily small group instruction targeted to meet the needs of students while providing solid reading instruction: Students will receive targeted small group instruction matching the needs of the individual students. Evidence will include lesson plans of small group instruction and targeted list.	RISE Teachers	Component 1	August 2020 - May 2024	General education and RISE teachers will create the plans each week. Flexible grouping to review areas of need based on data./weekly
K-5 students	Completion of targeted modules utilizing IXL: Teachers assign targeted modules for instruction for students aligning with areas for remediation. Evidence will include list of IXL modules completed.	All K-5 teachers	Component 1	August 2020 - May 2024	Teachers assign modules based upon data. Teachers monitor data collected utilizing IXL reports./daily

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SMART GOAL #2					
DOMAIN: Math					
SMART Goal(s): Gap group 2 students taking the SOL math assessment will increase the pass rate from 75% to 84% by 2024 with growth annually.					
ACTION PLAN					
Action Step 1: Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students during Professional Learning Communities					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Title 1, Part A	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
All K-5 teachers	Monthly meeting of PLC groups Monthly meetings for discussion and professional learning deemed necessary from data reflection received from MAPS and Benchmark testing. Professional learning provided by specialists as needed. Evidence will include monthly meeting notes.	Component 1	Administration	August 2020 - May 2024	Administration/monthly
Action Step 2: Implement an intervention framework to support all students					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Title 1, Part A	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Students in grades 1-5	Completion of targeted modules utilizing IXL. Evidence will include list of modules covered.	Component 1	Teachers in grades 1-5	August 2020 - May 2024	Teachers assign modules based upon data from NWEA MAPS. Teachers Monitor data utilizing IXL/weekly
K-5 students	Classroom teachers utilize <a href="#">High-Yield-Routines-September-2015.pdf</a> or Number Talks on a daily basis. Evidence		All K-5 teachers	August 2020 -	Daily activity led by a classroom teacher./daily

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	will include lesson plans.			May 2024	
select 3-5 students	Selected students participate in Math intervention.	Component 1	Interventionist	August 2020 - May 2024	Administration/ quarterly
<b>Action Step 3:</b> Set high expectations for student achievement, supported by frequent monitoring of student progress					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Title 1, Part A	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
K-5 students	Regular monitoring of progress in math: Teachers guide students in maintaining year long data folders to track progress (NWEA, summatives, & benchmark scores) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals. Evidence to include <a href="#">ACES Data 2019 - 2020</a>	Component 1	2-5 teachers	August 2020 - May 2024	Administration regularly reviews <a href="#">ACES Data 2019 - 2020</a> . Grade level data is summarized for each data point by administration./ monthly
2-5 students	Completion of daily formative exit tickets to assess learning: Teachers assign and collect daily formative assessments to determine student learning on a daily basis. Evidence includes copy of daily lesson plans.	Component 1	2-5 teachers	August 2020 - May 2024	Admin reviews plans to include formative assessments.

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### SMART GOAL #3

**DOMAIN:** Safe & Orderly Environment

**SMART Goal(s):** Decrease office discipline referrals by 25% by 2024 according to office discipline referral spreadsheet.

### ACTION PLAN

**Action Step 1:** Engaging students in positive behavior support mechanism: Implementation of [ROAR \(Matrix, Expectations, Voice Levels\)](#)

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
All students	Participation in ROAR classroom visits to review ROAR Expectations and to create a common language for expectations for ROAR Values throughout the school.	Admin	Component 4	August 2024	Administration/two times yearly
All students	Monitoring of ROAR Expectations students display throughout the school week	Classroom teachers	Component 4	August 2020 - May 2024	Administration/daily
2-5 students	Quarterly ROAR Achievement celebrations offered for students to celebrate ROAR values displayed. Evidence includes a list of students attending ROAR event.	Administration/Resource Teachers	Component 4	Quarterly during 2020 - 2024 school year	Administration/quarterly
K-5 students	Goal Setting in place with students to develop goals, steps to reach goals and support needed for students to find success. Evidence includes a copy of goal setting form.	K-5 teachers	Component 4	August 2020 - May 2024	Administration/yearly

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K-5 students	Positive office referrals - Teachers recommend students that have shown ROAR Expectations and the Administration contacts families to communicate the achievement. Evidence includes positive referral spreadsheet.	K - 5 students	Component 4	August 2020 - May 2024	Teachers and Administration/daily
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### Action Step 2: Creating and monitoring a plan to address student behaviors and improving school culture

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Schoolwide	The ROAR team meets 1x per month to discuss the ROAR program, review behavior data and develop ways to build a positive school culture. Evidence includes monthly minutes.	Administration	Component 4	August 2020 - May 2024	Administration/monthly
K-5 classrooms	Counselor provides monthly SEL lessons in all K-5 classrooms. Evidence includes counselor lesson plans.	School Counselor	Component 4	August 2020 - May 2024	School Counselor/each class monthly
K-5 classrooms	Teachers provide weekly lessons using the Olweus Bullying Prevention Program in all K-5 classrooms to address issues involving bullying. Evidence includes monthly lesson plans.	All teachers in grades K-5	Component 4	August 2020 - May 2024	Administration/weekly
K-5 classrooms	Implementation of daily morning meeting utilizing Sanford Harmony. Evidence includes lesson plans.	classroom teachers	Component 4	August 2020 - May 2024	Administration/daily
Schoolwide	<a href="#">Copy of Problem Behavior Response Chart</a> developed to guide teachers to work with students to address behaviors and provide coaching.	Classroom Teachers	Component 4	August 2020 - May 2024	Teacher and Admin/daily
5th grade students	Development of Tigers Lead program to offer all 5th grade students a leadership role in the building. Quarterly leadership symposiums will be	Administration	Component 4	August 2020 - May 2024	Administration/quarterly

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	held to develop leadership skills among the students. Evidence includes meeting notes.				
K-5 students	Development of Student Council to offer all students 2-5 a leadership role in the building. Quarterly meetings will be held with principal and superintendent. Evidence includes meeting notes.	Administration	Component 4	August 2020 - May 2024	Administration/quarterly



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### SMART GOAL #4

**DOMAIN:** Family and Community Engagement

**SMART Goal(s):** Increase parent involvement in school activities by 25% by 2024 according to sign-in sheets.

### ACTION PLAN

**Action Step 1:** Engaging students in assemblies and after school events

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Title 1, Part A	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
All students	Participation in father/daughter and mother/son events. Evidence includes participation lists.	Administration	Component 3	Fall and Spring	Administration/yearly
K-5 students	Participation in club and after school activities. Evidence includes list of students in clubs.	Classroom teachers and admin	Component 3	August 2020 - May 2024	Administration/weekly
K-5 Students	Provide assemblies during school day. Evidence includes programs.	Administration/Resource Teachers	Component 3	August 2020 - May 2024	Administration/monthly
K-5 students	Participation in Literacy and Math events. Evidence includes a sign in sheet.	K-5 teachers	Component 3	August 2020 - May 2024	Administration/yearly

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**Action Step 2:** Provide opportunities for parents to be come to school for special events

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Schoolwide	Participation in school meetings. Evidence includes meeting minutes.	Administration	Component 3	August 2020 - May 2024	Administration/monthly
K-5 classrooms	Administration plans up to 10 events for parent participation: <ul style="list-style-type: none"> <li>● Math and Literacy event</li> <li>● Three school events (daddy/daughter, mother/son, holiday shop)</li> <li>● 4 musical assemblies by students (Veterans Day, Holiday, Black History Month, Amelia Day)</li> <li>● Grandparents luncheon and Book breakfast</li> </ul>	Administration and Teachers	Component 3	August 2020 - May 2024	Administration /monthly