

**Jamestown - School Action Plan - 2023-24 to 2025-26**  
**Principal: Michelle McCarthy**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL - Math</b> SWD - Pass 81%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	(Enter)
<b>3 Year Performance Goal</b>			
By June 2026, SWD will increase % on SOL from 85% to 87%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, SWD will increase 2% on SOL from 81% to 83% Students will increase pass advanced scores 2% on SOL from 42% to 44%.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, the % of students who making at least 1 years worth of growth AND students in high achievement quantile remaining in high achievement on the Math Universal Screener will increase by the following tiered goal:  SWD - Increase % of students making at least 1 year of growth from 83% to at least 85%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, the % of students who making at least 1 years worth of growth AND students in high achievement quantile remaining in high achievement on the Math Universal Screener will increase by the following tiered goal:  SWD - Increase % of students making at least 1 year of growth from 85% to at least 87%		
<b>Strategic Plan Strategies</b>			

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.</li> <li>* Teacher will use all components of the 3 recommended math workshop structures within each until. Every student will regularly meet with the teacher in targeted small group.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
<p>Tier 2</p> <ul style="list-style-type: none"> <li>*Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need)</li> <li>*Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> <li>* In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson)</li> <li>* Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
<p>Professional Learning: "Professional Learning: Weekly planning meetings with PD embedded to support learning of teachers new to grade level, APS, and updates from Math Department. "</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

### Progress Monitoring

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<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL  Hispanic 82% Gap is 11% SWD: 59% Gap is 34%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
READING SOL By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from (Spr. 2023 pass rate) 82% to at least 88%, reducing the gap from 11% to 8% SWD - Increase pass rate from (Spr. 2023 pass rate) 58% to at least 71%, reducing the gap from 35% to 24% In addition, the percentage of students in grades 3, 4, and 5 scoring pass advanced on the Reading SOL will increase by 9% from 31% to 40%			
<b>Annual Performance Goals</b>			

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<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 10% SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 35% to 29% In addition, the percentage of students in grades 3, 4, and 5 scoring pass advanced on the Reading SOL will increase by 3% to 34%
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 10% to 9% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 29% to 26% In addition, the percentage of students in grades 3, 4, and 5 scoring pass advanced on the Reading SOL will increase by 3% to 37%
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 86% to at least 88%, reducing the gap from 10% to 8% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 26% to 24% In addition, the percentage of students in grades 3, 4, and 5 scoring pass advanced on the Reading SOL will increase by 3% to 40%

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1:</b> * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2:</b> * Lexia recommended usage for structured literacy at students level	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<b>Tier 3:</b> * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning: Weekly planning meetings with PD embedded to support learning of teachers new to grade level, APS, and updates from ELA Department.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

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<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards
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<b>Goal #3</b>		<b>Student Well-Being</b>	
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>		<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
On the 2026 YVM survey, at least 85% of Jamestown students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	On the 2024 YVM survey, at least 75% of Jamestown students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Self Efficacy and Growth Mindset.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	On the 2025 YVM survey, at least 80% of Jamestown students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Self Efficacy and Growth Mindset		
<b>Annual Performance Goal Year 3 (2025-26)</b>	On the 2026 YVM survey, at least 85% of Jamestown students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Self Efficacy and Growth Mindset		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		

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### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> * Establish a school-based mental and behavioral health team that meets weekly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning</b> 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY for new to Jamestown teachers. 2) Student Service/counselor staff will participating in training on the Tier 2 & 3 interventions (i.e. Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

<b>Goal #4</b>	<b>Engaged Workforce</b>
<b>Strategic Plan Goal Area</b>	Engaged Workforce
<b>Strategic Plan Performance Objectives</b>	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.

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<b>Baseline Data</b>	2022 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" 35%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2026, 70% of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 60% to 70%.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, The percentage of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 35% to 45%.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, 60% of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 50% to 60%.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, 70% of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 60% to 70%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Provide opportunity for staff to choose the content committee in which they will participate monthly.	Sept-June, ongoing	Admin, Responsive Classroom Content Committee, ILT	Meeting notes, Admin will conduct follow up meetings with content committee leads who are members of ILT
Continue schoolwide SEL professional growth connected to Responsive Classroom.	Sept-June, ongoing	Admin, Responsive Classroom Content Committee, ILT	
ILT embeds PD into staff meetings.	Sept-June, ongoing	Admin, Responsive Classroom Content Committee, ILT	
Coaches embed PD into CLTs and planning meetings.	Sept-June, ongoing	Admin, Responsive Classroom Content Committee, ILT	

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**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-EW-8- YVM Staff: PL results	<b>Results of Progress (End of Year)</b>	YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
	School-based survey		YVM

<b>Goal #5</b>	<b>Partnerships</b>
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<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	2022 YVM survey- Partnerships: Family Engagement- 87%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

**3 Year Performance Goal**

By 2026, (goal language)  
 On the 2026 YVM survey, families at our school will increase from 87% to 95% respond favorably on the survey category - Partnerships: Family Engagement

**Annual Performance Goals**

<b>Annual Performance Goal Year 1 (2023-24)</b>	On the 2024 YVM survey, at least 90% of the families at our school will respond favorably on the survey category - Partnerships: Family Engagement increasing the percentage 3% from 87% to 90%
<b>Annual Performance Goal Year 2 (2024-25)</b>	On the 2025 YVM survey, at least 93% of the families at our school will respond favorably on the survey category - Partnerships: Family Engagement
<b>Annual Performance Goal Year 3 (2025-26)</b>	On the 2026 YVM survey, families at our school will increase from 93% to 95% respond favorably on the survey category - Partnerships: Family Engagement.

**Strategic Plan Strategies**

<b>Strategic Plan Strategies- PRIMARY</b>	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

**Action Steps**



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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Action 1 (Welcoming All Families)</b> Child care will be provided at all in-person PTA meetings.	Sept- June, ongoing	Administration	Admin will conduct check-ins with staff who are providing childcare to ensure all plans are arranged.
<b>Action 2 (Communicating Effectively):</b> * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis.	Sept- June, ongoing	Administration, all staff	Admin will monitor staff use of ParentSquare
<b>Action 3 (Student Success):</b> *Host at least three parent workshops/information/training sessions that directly support student success, specifically social emotional learning, meeting the needs of the Gifted Student, and curriculum updates within APS.	Sept- June, ongoing	Administration, ILT, instructional coaches	Admin will meet with staff involved in planning events and review agendas from PTA Meetings

**Progress Monitoring**

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Attendance at PTA meetings and PTA social events.	Attendance at PTA meetings and PTA social events.	Attendance at PTA meetings and PTA social events.	YVM