

Jamestown - School Action Plan - 2024-25 to 2026-27

Principal: Michelle McCarthy

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objective	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	2023-24 66.7% demonstrated normative growth on the 23-24 MAP math assessment	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, the percentage of students meeting normative growth on MAP Math will increase from 66.7 to 74%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, the percentage of students meeting normative growth on MAP Math will increase from 66.7% to 70%
Annual Performance Goal Year 2 (2025-26)	By June 2026, the percentage of students meeting normative growth on MAP Math will increase from 70% to 72%
Annual Performance Goal Year 3 (2026-27)	By June 2027, the percentage of students meeting normative growth on MAP Math will increase from 72 to 74%

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * 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. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach,</p>	
<p>Tier 2</p> <ul style="list-style-type: none"> *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) *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. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach,</p>	<p>Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 3</p> <ul style="list-style-type: none"> * 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) * 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. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach,</p>	
<p>Professional Learning: Weekly planning meetings with PD embedded to support learning of teachers new to grade level, APS, and updates from Math Department.</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach,</p>	

Progress Monitoring

<p>Strategic Plan Measures - To determine if goal was achieved</p>	<p>LGI-SAGS-2.1-Universal Math Screener</p>	<p>Key Performance Indicator(s)</p>	<p>KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth</p>
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>

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School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"
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Goal #2	Reading - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL Hispanic - 95% SWD: 76% (Gap is 19%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic - Increase pass rate from 95% to at least 98%, reducing the gap from 3% to 0%
- SWD - Increase pass rate from 88% to at least 92%, reducing the gap from 10% to 6%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	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 95% to at least 96%, reducing the gap from 3% to 2% SWD - Increase pass rate from 88% to at least 90%, reducing the gap from 10% to 8%
Annual Performance Goal Year 2 (2025-26)	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 96% to at least 97%, reducing the gap from 2% to 1% SWD - Increase pass rate from 90% to at least 91%, reducing the gap from 8% to 7%

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Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 97% to at least 98%, reducing the gap from 1% to 0% SWD - Increase pass rate from 91% to at least 92%, reducing the gap from 7% to 6%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * 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.
Tier 2: * Lexia recommended usage for structured literacy at students level	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * 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			
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Key Performance Indicator(s)	KPI-SAGS-1.2-% of students passing the Reading SOL
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)

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School level- NWEA (Gr. 3-5) VALLSS (K-2)	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA (Gr. 3-5) VALLSS (K-2)	School level NWEA (Gr. 3-5) VALLSS (K-2)
Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]		Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> On the 2024 YVM survey, 63% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 75% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy. </td> <td style="width: 40%; padding: 5px; text-align: center;"> Identify if goal is required based on state or federal requirements, or other guidelines </td> </tr> </table>	On the 2024 YVM survey, 63% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 75% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.	Identify if goal is required based on state or federal requirements, or other guidelines
On the 2024 YVM survey, 63% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 75% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal			

On the 2027 SEL survey, 72% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 82% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	On the 2025 SEL survey, 68% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 78% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.
Annual Performance Goal Year 2 (2025-26)	On the 2026 SEL survey, 70% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 80% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.
Annual Performance Goal Year 3 (2026-27)	On the 2027 SEL survey, 72% of students responded favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health, specifically Growth Mindset and 82% on the survey category Student Well-Being: Social, Emotional, and Mental Health, Self Efficacy.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * 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 liaison 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.
Tier 2 * 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.
Tier 3 * 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.
Professional Learning 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 training, 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 - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, & Mental Health	Key Performance Indicator(s)	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
	LGI-SWB-1.4-SEL Survey: Self-Management		KPI-SWB-1.5-% students responding favorably to SEL survey category Self-Management: 3rd-5th & 6th-12th
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)

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	School Survey (based on YVM Question)	SEL Survey	YVM
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Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" 59% of teachers responded favorably. This was an increase of 24%.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, percentage of staff who respond favorably on the 2027 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 70% to 72%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, percentage of staff who respond favorably on the 2025 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 59% to 65%.
Annual Performance Goal Year 2 (2025-26)	By June 2026, percentage of staff who respond favorably on the 2026 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 65% to 70%
Annual Performance Goal Year 3 (2026-27)	By June 2027, percentage of staff who respond favorably on the 2027 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 70% to 72%.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SCW-1.3-Develop and sustain multiple professional learning pathways to school-based and division-wide leadership opportunities.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Key Performance Indicator(s)	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
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)
	School-based survey		YVM

Goal #5	Partnerships
Strategic Plan Goal Area	Partnerships
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement

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Baseline Data	Spring 2024 YVM -82% responded favorably to Partnerships: Family Engagement	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

On the 2027 YVM survey, at least 90% of the families at our school will respond favorably on the survey category - Partnerships: Family Engagement

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	On the 2025 YVM survey, at least 85% of the families at our school will respond favorably on the survey category - Partnerships: Family Engagement
Annual Performance Goal Year 2 (2025-26)	On the 2026 YVM survey, families at our school will increase from 83% to 87% respond favorably on the survey category - Partnerships: Family Engagement.
Annual Performance Goal Year 3 (2026-27)	On the 2027 YVM survey, at least 90% of the families at our school will respond favorably on the survey category - Partnerships: Family Engagement

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) 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.
Action 2 (Communicating Effectively): * 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

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Action 3 (Student Success): *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
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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family En	Key Performance Indicator(s)	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
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