

**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-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	2025 Math SOL Pass Advanced Rate Data -31% scored pass advanced	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By June 2028, the percentage of students in grades 3, 4, and 5 scoring pass advanced (500 - 600) on the Math SOL will increase to 47%				
Annual Performance Goals				
Annual Performance Goal Year 1 (2025-26)	By June 2026, the percentage of students in grades 3, 4, and 5 scoring 500 - 600 on the Math SOL will increase by 3% from 41% to 44%.			
Annual Performance Goal Year 2 (2026-27)	By June 2027, the percentage of students in grades 3, 4, and 5 scoring 500 - 600 on the Math SOL will increase by 2% from 44% to 46%.			
Annual Performance Goal Year 3 (2027-28)	By June 2028, the percentage of students in grades 3, 4, and 5 scoring 500 - 600 on the Math SOL will increase by 1% from 46% to 47%.			
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.			
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for teachers to collaborate with Math Coach and AAC regarding enrichment activities. * Teacher will provide students choice boards to include opportunities for extended, rigorous lessons.	Sept - June, ongoing	Classroom teachers, Math Coach, AAC, Administrators	
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, *Collaborative co-teaching with the math coach and AAC.	Sept - June, ongoing	Classroom teachers, Math Coach, AAC, Administrators	Principal & AP will support with AAC and Math Offices - will monitor by conducting walkthroughs and observations and attending planning meetings.
Tier 3 * In addition to the regular math-block, students will be exposed to Advanced Problem Solving & Mathematical Puzzles, Real World Math Problems, Algebraic Thinking & Patterns, Mathematical Reasoning & Proof, and Games & Strategic Thinking beyond the grade level curriculum using research based programs/strategies, progress monitoring and documentation. (Math Choice Boards, M3, Open Middle, Marcey Cook Math Tiles, A3, Clothesline Math)	Sept - June, ongoing	Classroom teachers, Math Coach, AAC, Administrators	
Professional Learning: Weekly planning meetings with PD embedded to support learning of teachers new to grade level, APS, and updates from Math Department. Highlighting and Teaching new Project Zero Thinking Routines (Strategies aimed at Advanced Learners) at each staff meeting, Content Committee "See Think Wonder" exploring resources to engage students and provide more rigor	Sept - June, ongoing	All Staff	Principal & AP will support AAC and math coach during CLTs to ensure planning provides rigorous lesson.

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-2.1-Universal Math Screener	Key Performance Indicator(s)	KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth
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 level- NWEA - MAP Growth Teacher/CLT/Grade -Pre Assessments, District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks), Exit Tickets, and Progress Monitoring Data	Teacher/CLT/Grade -Pre Assessments, District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks), Exit Tickets, and Progress Monitoring Data	School level NWEA - MAP Growth Teacher/CLT/Grade -Pre Assessments, District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks), Exit Tickets, and Progress Monitoring Data	School level- NWEA - MAP Growth and SOL Teacher/CLT/Grade -Pre Assessments, District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks), Exit Tickets, and Progress Monitoring Data

**Jamestown - School Action Plan
2024-25 to 2026-27
Principal: Michelle McCarthy**

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	2025 SOL Reading Pass Advanced - All Students -29% pass rate 2025 SOL Reading Pass Scores- SWD -65% pass rate	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, the percentage of students in grades 3, 4, and 5 scoring on SOL 500 - 600 on the Reading SOL will increase by 11% from 29% to 40% AND the percentage of students with disabilities in grades 3, 4, and 5 scoring pass or above on SOL (400 - 600) on the Reading SOL will increase by 6% from 65% to 71%.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, the percentage of students in grades 3, 4, and 5 scoring pass advanced on SOL (500 - 600) on the Reading SOL will increase by 3% from 29% to 32% AND the percentage of students with disabilities in grades 3, 4, and 5 scoring pass or above on SOL (400 - 600) will increase by 2% from 65% to 67%.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, the percentage of students in grades 3, 4, and 5 scoring pass advanced on SOL (500 - 600) on the Reading SOL will increase by 4% from 32% to 36% AND the percentage of students with disabilities in grades 3, 4, and 5 scoring pass or above on SOL (400 - 600) on the Reading SOL will increase by 2% from 67% to 69%.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, the percentage of students in grades 3, 4, and 5 scoring on SOL 500 - 600 on the Reading SOL will increase by4% from 36% to 40% AND the percentage of students with disabilities in grades 3, 4, and 5 scoring pass or above on SOL 400 - 600 on the Reading SOL will increase by 2% from 69% to 71%.		
Strategic Plan Strategies			

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement ELA Resources with focus on books for novel studies throughout the year. * *Master schedule includes structured independent reading time for students during ELA and Library in order to increase reading stamina.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Math Coach, AAC	Principal & APs will support with analyzing data, creating groups and monitoring progress by conducting walkthroughs and observations and participating in planning meetings.
Tier 2: * Lexia recommended usage for structured literacy at students level	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Math Coach, AAC	
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, Math Coach, AAC	
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement ELA Resources with focus on books for novel studies throughout the year. *Assigned structured reading time for students in ELA and Library.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Math Coach, AAC	Principal & APs will monitor by participating in planning meetings and observe in classrooms to see implementation is done with fidelity as planned.
Progress Monitoring			
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Key Performance Indicator(s)	KPI-SAGS-1.7-% of students earning “passed advanced” on the SOL in areas they are identified as gifted
	LGI-SAGS-1.6-SOL pass advanced rates for students identified as gifted or a young scholar		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)

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

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]	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) 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	On the 2025 YVM survey, the percentage of students who responded favorably to the question, "I have at least one adult at my school who I can talk to about things that are important to me?" was 79%.This is a 4% decrease from 2024.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

On the 2028 YVM survey, the percentage of students who respond favorably to the question, "I have at least one adult at my school who I can talk to about things that are important to me?" will increase from 79% to 90%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, the percentage of students who respond favorably to the question, "I have at least one adult at my school who I can talk to about things that are important to me?" will increase from 79% to 83%
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, the percentage of students who respond favorably to the question, "I have at least one adult at my school who I can talk to about things that are important to me?" will increase from 83% to 87%
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, the percentage of students who respond favorably to the question, "I have at least one adult at my school who I can talk to about things that are important to me?" will increase from 87% to 90%
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Responsive Classroom) * 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 school and central office.	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. * Specialist teachers are strategically assigned to support recess based on the grade level they teach and connections previously made with students.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office by participating in mental health team meetings.
Tier 3 * Counseling groups with students/school counselors. * Assign teacher mentors to students to ensure they have a trusted adult.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with counselors by providing input to students in groups and selection of students to work with a teacher mentor.
Professional Learning * Counselors will attend grade level team meetings to ensure student social emotional needs are met. * Establish a committee of staff who meet monthly to discuss school-wide SEL strategies. Strategies are shared with staff at monthly meetings and in staff newsletters.	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.

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Key Performance Indicator(s)	KPI-SWB-1.3-% of students responding favorably to the YVM question, "Is there at least one adult in your school who you can talk to when you need help?" 4th-5th & 6-12th
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)
Counselor Check-In Data	School Survey (based on YVM Question)	Counselor Check-In Data	YVM

**Jamestown - School Action Plan
2024-25 to 2026-27
Principal: Michelle McCarthy**

Goal #4	High Expectations		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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	82% students who responded favorably to “I am given opportunities to show what I learned in different ways (Gr. 4-5)”	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2028 YVM survey, the percentage of staff who respond favorably on the question, “I am given opportunities to show what I learned in different ways?” will increase from 88% to 90%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, the percentage of students who respond favorably on the question, “I am given opportunities to show what I learned in different ways?” will increase from 82% to 85%		
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, the percentage of students who respond favorably on the question, “I am given opportunities to show what I learned in different ways?” will increase from 85% to 88%		
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, the percentage of students who respond favorably on the question, “I am given opportunities to show what I learned in different ways?” will increase from 88% to 90%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.6-Continue cluster grouping processes to ensure that advanced learners are able to extend learning.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Expand Assessment options: Teachers will provide at least two choices for assignments or assessments (e.g., written explanation, oral presentation, visual model, or digital creation).	Sept-June, Ongoing	Admin, All Teachers	Principal & APs will support with analyzing data, creating

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

Grade-level teams will design one performance-based or project-based assessment per quarter that allows students to apply learning through real-world contexts, such as designing a product, conducting an experiment, or creating a presentation.	Sept-June, Ongoing	Admin, All Teachers	groups and monitoring progress by conducting walkthroughs and observations and participating in planning meetings.
Teachers will embed short reflection opportunities after major lessons or assessments, prompting students to identify their preferred ways of showing understanding and set goals for future demonstrations.	Sept-June, Ongoing	Admin, All Teachers	

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
	LGI-SAGS-1.3-Math SOLs		KPI-SAGS-1.4-% of students passing the Math 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)
	School-based survey		YVM

Goal #5	Partnerships/High Expectations		
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		
Baseline Data	Spring 2025 YVM 93% responded favorably to Partnerships: Family Engagement 71% responded favorably to the question: I feel my student is appropriately challenged by what they learn in class	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			

On the 2028 YVM survey, the % of families at our school who respond favorably on the survey category to the question: I feel my student is appropriately challenged by what they learn in class will increase to 77%

Jamestown - School Action Plan 2024-25 to 2026-27 Principal: Michelle McCarthy

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, the % of families at our school who respond favorably to the question: I feel my student is appropriately challenged by what they learn in class will increase from 71% to 73%
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, the % of families at our school who respond favorably to question: I feel my student is appropriately challenged by what they learn in class will increase from 73% to 75%
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, the % of families at our school who respond favorably to the question: I feel my student is appropriately challenged by what they learn in class will increase from 75% to 77%

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.
---	--

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Teachers will share (through newsletters, conferences, or Back-to-School Night) examples of how lessons are differentiated—such as enrichment opportunities, flexible grouping, and advanced problem-solving tasks—so parents see that students are consistently challenged at their level.	Sept- June, ongoing	Administration	
Grade-level teams will include regular updates in classroom communications showcasing examples of rigorous tasks, student work, and growth celebrations that demonstrate challenge (e.g., project highlights, student reflections, or advanced learning extensions).	Sept- June, ongoing	Administration, all staff	
Teachers and administrators will provide families with short guidance tools (e.g., "Questions to Ask Your Child About Learning," enrichment ideas for home, or curriculum snapshots) and invite parent input through surveys or discussion sessions on how to best support student challenge.	Sept- June, ongoing	Administration, ILT, instructional coaches	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved		Key Performance Indicator(s)	
	LGI-P-2.1-YVM Family - Partnerships: Family Engagement		KPI-P-3.1-% of APS partners that are aligned to and in service of strategic plan strategies and outcomes.
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 academic presentation.	Attendance at PTA meetings and PTA social events.	YVM
Parent square data	Parent square data	Parent square data	Parent square data