

OVERARCHING SCHOOL GOAL:
Ferdinand T. Day School strives to meet the needs of the Whole Child, closing the achievement gap for our English Language Learners in Math and Language Arts by providing all students with opportunities for hands-on learning experiences through the delivery of STEM based instruction in critical thinking, creative thinking, collaboration, communication, citizenship and by utilizing the Engineering Design Process as a foundation along with providing support for social/emotional growth.

Systemic Alignment - Instructional Excellence - Student Accessibility and Support Strategic Resource Allocation - Family and Community Engagement		
Reopening of Schools <input type="checkbox"/> Social Emotional Academic Learning (SEAL)		Academic Disparities <input type="checkbox"/> Talent and Gifted <input type="checkbox"/> PreK-2 Literacy <input type="checkbox"/> Students With Disabilities (SWD) Emotional Disabilities (ED) - Black Students
RELEVANT SCHOOL PROFILE DATA		
School opened its doors to students Fall 2018 Total Student Population: 587 24 students are not zoned for FTD For the past two years, about 25% of our population was transient each year	Over 90% of our students are eligible for Free & Reduced Meals	about 5% of our students have been identified Talented and Gifted 21% of TAG students are ELL 43% of TAG students are Black 32% of TAG students are Hispanic 18% of TAG students are White
75% of English Language Learners: 441/587 WIDA 1: 99/441 (22%) WIDA 2: 96/441 (22%) WIDA 3: 145/441 (33%) WIDA 4: 97/441 (22%) 89% of our families speak another language at home. There are 39 different languages	Race and Ethnicity: 37% Hispanic 26.5% Black % White % Asian % Others 33 Different Languages Spoken in the Homes	4.5 % of our students are students with disabilities: 27 out of 587 students 23/27 students are EL identified 85% 17 additional students are in the MTSS Process (IDEA says 14% of students nationwide are

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<i>spoken in the homes of our students.</i>		<i>of FTD families:</i> <i>36% Spanish</i> <i>15% Amharic</i> <i>11% Arabic</i> <i>10% English</i> <i>4% Pashtu</i> <i>4% Dari</i> <i>1% Twi</i>		<i>SPED)</i>	
STRAND I: TEACHING FOR LEARNING					
1	ENGLISH LANGUAGE ARTS (ELA)			2	MATHEMATICS
	SMART Goal(s): By May 2021, all students will increase their reading level by at least one year and students not meeting benchmark yet will grow more than one year, as evidenced by PALS, WIDA ACCESS for ELLs, MAP, or running record data.				SMART Goal(s): By May 2021, all students will reach Proficient Plus or increase one level of proficiency in the VA Process Goal of “Communication and Reasoning” as measured by the VA Process Goal rubric through evidence of common formative assessments and district level benchmarks.
3. Other (specify):		STEM		SMART Goal(s):	

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ACTION PLAN						
1. Essential Action/Research-Based Strategy: Develop, implement and monitor lesson planning that is aligned to the standards of learning, content, cognition, and EL best practices.						
Evidence Driving This Essential Action: Based on reading data, a significant number of our students are reading below grade level. Grade Level Data Sheets						
Plan to Assess Progress: Our plan to assess progress will be to monitor CLT notes/minutes for teacher progress and monitor running records, PALS Quick Checks for student progress.						
Focus Area <i>[Grade Level/Student Group(s)/Educator s]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2.	Develop and refine Reading Workshop Mini Lesson (TCRWP model) for explicit teaching and modeling/demonstration in alignment to VA SOL's during CLTs to ensure EL best practices, including, but not limited to virtual cooperative learning structures and GLAD strategies.	-Raz-Kids -Grade level books (Mock & Heckel Order)-operating ? -Studies Weekly-NonFiction science texts for nonfiction units at every grade level EL Teacher	General Education teacher, EL and SPED teachers	September-June	Evidence: Discussions in CLT Artifacts: CLT agenda	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed); Weekly
Education and EL teachers. Strategic Plan Goal 1, 2.	Implement the Reading Workshop (TCRWP model) Mini Lesson (TCRWP model) for explicit teaching and modeling/demonstration in alignment to VA SOL's during CLTs to ensure EL best practices, including, but not limited to virtual cooperative learning structures and GLAD strategies.	-Raz-Kids -Grade level books (Mock & Heckel Order) -Studies Weekly-NonFiction science texts for nonfiction units at every grade level	General Education teacher, EL and SPED teachers	September-June	Evidence: -Teacher developed checklist with look fors and self assess -Co-teaching -Coaching cycle Artifacts: Observation form and checklist	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed); Bi-Weekly

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K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 3	Develop and implement a structure for individual and grade-level reading coaching to include goal-setting, co-teaching, modeling, data analysis and reflecting.	MTSS Data Coach and Math Coach	General Education teacher, EL and SPED teachers	September-June	-CLT meeting minutes -Anecdotal notes -Observations -Goal-setting -Teacher self-assessment	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Administration; Weekly
K-5 EL Students, K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2.	Align common assessment to Tier 1 instructional standards.	Math Coach	General Education teacher, EL and SPED teachers	September-June	-CLT meeting minutes -Developed assessments -Student work samples using digital tools	Coaches (*Andrea Heckel, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed); Multiple times per unit
2. Essential Action/Research-Based Strategy: Develop, implement and monitor aligned instruction that promotes communication and reasoning.						
Evidence Driving This Essential Action: Communication and Reasoning data as of February 2019						
Plan to Assess Progress: Assessing student tasks using the VDOE Process Goal Rubric						
Focus Area [Grade Level/Student Group(s)/Educator s] Strategic Plan Goal [i.e. 1.1, 2.3]	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency

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K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2, 3.	Unpack standards and align instruction to the VA SOL's and Process Goals (communication and reasoning focus in connection to GLAD strategies and student justification of mathematical thinking orally and/or in written forms)	Math Coach/MTSS Data coach, math supplies for staff and students in a virtual environment	General Education teacher, EL and SPED teachers, interventionists, math coach	August-June	Evidence: CLT meeting minutes Artifacts: Team lesson plans, assessments, and materials	Math Coach (Holly Tate) Administration (Rachael Dischner, Enis Al Majeed) Weekly (CLT)
K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2, 3.	Implement instruction aligned to the VA SOL's and process goals (communication and reasoning focus in connection to GLAD strategies and student justification of mathematical thinking orally and/or in written forms)	glad materials/EL Teacher/ Math Coach/MTSS Data Coach/	General Education teacher, EL and SPED teachers, interventionists, math coach	September-May	Evidence: -CLT meeting minutes -Developed assessments Artifacts: Student work samples through digital tools	Math Coach (Holly Tate) Administration (Rachael Dischner, Enis Al Majeed) Weekly (CLT)
Math Coach, K-5 Classroom, Special Education and EL teachers. 2, 4.	Implement structures for individual and grade-level math coaching to include goal-setting, co-teaching, modeling, data analysis and reflecting.	Math Coach/Data Coach	Administration and math coach	December - May	-CLT meeting minutes -Anecdotal notes -Observations -Goal-setting -Teacher self-assessment	Coaches (*Holly Tate, Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Weekly
3. Essential Action/Research-Based Strategy: Develop, implement and monitor lesson planning that aligns to the standards of learning, content, cognition and best practices for the Engineering Design Process (EDP).						
Evidence Driving This Essential Action: We are a STEM focused school; EDP Data from 19-20						
Plan to Assess Progress: Using EDP Rubric for Quarters 2, 3 & 4 to assess students' STEM Projects						
Focus Area [Grade Level/Student]	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency

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Group(s)/Educators] Strategic Plan Goal [i.e. 1.1, 2.3]						
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 4.	Develop lesson plans during CLTs to enhance STEM focused lessons by integrating GLAD strategies, tech resources and stronger connections to science standards.	StudiesWeekly	General Education teacher, EL and SPED teachers	September-June	Evidence: CLT meeting minutes Artifacts: Developed lesson plans	Coaches (Holly Tate, Andrea Heckel, *Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Multiple times per month
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 1, 2.	Implement lessons through coaching goal-setting, co-teaching, modeling, data analysis and reflecting on STEM focused lessons and the Engineering Design Process.		General Education teacher, EL and SPED teachers	September-June	Evidence: -Developed lesson plans -Observational notes -Anecdotal notes -Teacher reflections -Student work samples Artifacts -Student EDP work samples?	Coaches (Holly Tate, Andrea Heckel, *Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) Multiple times per month
K-5 EL Students; K-5 Classroom, Special Education and EL teachers. Strategic Plan Goal 2, 3.	Calibrate scoring of STEM rubrics and assess lesson effectiveness through student performance outcomes.		General Education teacher, EL and SPED teachers	September-June	Evidence: CLT meeting minutes: feedback, lesson plans, walk throughs, and instructional rounds. Artifacts: Data Norming Protocol	Coaches (Holly Tate, Andrea Heckel,* Wendy Neidermeyer, Emily Cheolas) Administration (Rachael Dischner, Enis Al Majeed) 1-2 per quarter

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					-Student STEM EDP work samples -Project Based Learning projects	
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STRAND II: SCHOOL ENVIRONMENT						
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement						
DOMAIN: Family and Community Engagement						
SMART Goal(s): By May 2021, Ferdinand T. Day Elementary School will address the needs of the whole child through creating a strong school community and engaging families in the education of students.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Orient all stakeholders to best practices in family engagement and create positive classroom cultures that address the needs of the whole child.						
Evidence Driving This Essential Action: 90% of our students are eligible for Free and Reduced Meals and 25% of our population is transient due to cost of living. Due to COVID and Remote Learning, not all students are not actively participating in their learning or not attending classes.						
Plan to Assess Progress: Morning Meeting Lessons, RULER (SEAL) Unit Plans						
Focus Area [Grade Level/Student Group(s)/Educators] Strategic Plan Goal [i.e. 1.1, 2.3]	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Strengthen School/Family Engagement 5.	Implement Parent Teacher Home Visit Program (in a virtual setting. (To begin: Offer one home visit per child between August and the end of the first quarter.)		All School Staff	Aug -November	Evidence: -Teacher data logs of home visits and notes -Attendance -Behavior referrals Artifacts: Parent contact log	Administration (Rachael Dischner, Enis Al Majeed) Parent Liaison (TBD) Social Worker (Jocelyn Gehrke)

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						School Counselor (Amy Ashley and Chelse Gonsalves) Monthly
Enhance Classroom Community building 4, 5.	Implement Restorative Practices and Responsive Classroom’s morning meeting. Participate in Trauma Informed Care Trainings. Become a RULER School	RULER subscription, .5 Counselor	All School Staff	September -May	Evidence: PLMS course registration -Co-teaching and morning meeting -RULER PDs -Classroom charters -RULER family outreach and extension Artifacts: -observations/pictures/video -Attendance -Behavior referrals	Administration (Rachael Dischner, Enis Al Majeed) Social Worker (Jocelyn Gehrke) School Counselor (Amy Ashley and Chelse Gonsalves) Morning Meeting Coach (Dora Cottrol) Morning Meeting Committee Monthly
2. Essential Action/Research-Based Strategy: Provide quality time for staff and family engagement to promote community building.						
Evidence Driving This Essential Action: Research shows high levels of family engagement help to yield higher levels of students’ outcome. A shared responsibility for school programs and families. It involves partnering with families to support student learning and success, it includes ongoing goal directed relationships between staff and families that are mutual, culturally responsive and support what is best for children and families both individually and collectively.						
Plan to Assess Progress: Student academic progress						
Focus Area [Grade Level/Student Group(s)/Educators] Strategic Plan Goal [i.e. 1.1, 2.3]	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency

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Title I Nights 1, 2, 3, 5.	Organize and hold events such as Family Math, Literacy Nights, Technology Nights and STEM Night as the virtual setting supports.		Administration, School Wide Events Committee, and Family and Community Engagement Committee	September -May	Evidence: -Agendas and sign-in sheets from school events -Flyers -Sign-in sheets (virtual attendance log) -Social media -Electronic newsletter Artifacts: Zoom attendance	Administration (Rachael Dischner, Enis Al Majeed) Parent Liaison (TBD) School Counselor (Amy Ashley and Chelse Gonsalves) 11 times throughout the year
Family open hour 5.	Provide Weekly opportunities for families to share ideas with the school leadership team and for networking with each other. It is also an opportunity for families to speak with SST regarding social emotional and coping with COVID		Administration, Parent Liaison Student Support Team	July - June	Evidence: - electronic notification Artifacts: Zoom attendance	Administration (Rachael Dischner, Enis Al Majeed) Student Support Team (Amy Ashley, Chelse Gonsalves, Jocelyn Gehrke, Dr. Marianela Parraga Clow, Stefani Lailari) Weekly
School Wide Family Calendar 5	Create a school wide family calendar to inform families and the community of important events for the school year, in addition to the regular robo-texts/calls and individual home calls.		Administrative Assistant and Calendar Committee	July-August	Calendar	Administration (Rachael Dischner, Enis Al Majeed) Social Worker (Jocelyn Gehrke) Parent Liaison (TBD) Administrative Assistant (Juan Rodriguez-Lostaunau) Once in August, updated as needed.

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Master schedule to include daily morning meeting 1, 2, 3.	Develop Master Schedule to allow for daily morning meeting.		Master Schedule Committee	June/July	Master Schedule	Administration (Rachael Dischner, Enis Al Majeed) Once in August, update as needed from the return to school plans
Morning Meeting 1, 2, 3.	Provide opportunities for teachers to strengthen morning meeting through individual coaching, peer observations and reflective cycles	.5 Counselor	Administration and Coaches	December-May	Coaching Logs	Morning Meeting Coach (Dora Cottrol) and Administration(Rachael Dischner, Enis Al Majeed) Monthly
Home Visits 4, 5.	Provide release time and professional development for staff to schedule and implement home visits throughout the year.		Administration and FACE	August-June	-Meeting agendas -Home visit logs -PLMS sign-ups	Administration (Rachael Dischner, Enis Al Majeed) FACE (Krishna Leyva) Family Engagement Committee 20 minutes per students
3. Essential Action/Research-Based Strategy: Focus on parent engagement in multiple aspects of student learning						
Evidence Driving This Essential Action: To ensure inclusivity in a diverse school population where 16+ languages are spoken and where many families are new to the country, we will develop processes and structures to inform, encourage and empower parents to collaborate in their student’s academic progress.						
Plan to Assess Progress:						

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Parent Teacher Association 4, 5.	Implement evening opportunities to engage families in the PTA and other school programs.		Administration, families, and all school staff	October-June	Evidence: -Flyers -Sign-in sheets -Social media Artifacts: Zoom attendance	Parent/Teacher Association Executive Leadership; Administration (Rachael Dischner & Enis Al Majeed) Monthly
Title I Compact Strategic Plan Goal 1, 2, 5.	Provide written school-family engagement policy to families of all children.		Administration	October - November	Evidence: Signed agreement Artifacts:	Administration (Rachael Dischner, Enis Al Majeed) Once in the fall
Multi-Tiered System of Support 2, 3.	Engage in Multi-Tiered System of Support (MTSS) meetings that use student performance data to implement needed interventions and supports.		MTSS Team	October- May	-Sign-in sheets -Meeting Notes	Administration (Rachael Dischner, Enis Al Majeed), MTSS Team (Emily Cheolas & Amy Ashley) As needed