

Jeter-Watson Elementary School Comprehensive School Improvement Plan

2023-2024 Comprehensive School Improvement Plan

Name of School: Jeter-Watson Elementary School

School Division: Alleghany Highlands Public School System

Area of Focus: Math

S.M.A.R.T. Goal: At least 80% of our Jeter-Watson Elementary students will demonstrate mastery of grade level math concepts by demonstrating a passing score on their quarter benchmark assessments four times a year. (Three times a year and the SOL assessment in grades requiring state assessment.)

Essential Action/Research-based Strategy/Evidence-based Intervention: Each grade level will align their quarter nine-week benchmark assessments to reflect the SOLS taught each nine weeks. After each assessment, the Math Coach will complete an SOL item analysis to identify skills mastered and not mastered by class and by students to target areas that will need to be remediated. Specific attention will be made to GAP groups: special education, economically disadvantaged, ELL, and black.

Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Daily Number Sense Routines	Principal, Math Coach, Teachers	8/23-6/24	Teacher questioning and student communication	Math Coach	Daily
2. Curriculum Alignment with the use of a Digital Curriculum Planning Document: Contents including pacing guides, VDOE links, instructional materials	Math Coach, Teachers	8/23-6/24	Digital Curriculum (IXL) Planning Document usage data, Lesson Plan, Unit tests through pre approved instructional programs	Principal, Math Coach	Daily push in from Math Coach
3. Implementing Process Goals	Principal, Math Coach, Teachers	8/23-6/24	Lesson Plans will be monitored for evidence of the 5 PG	Principal, Math Coach	Daily
4. VA L.E.A.R.N.S	Principal, Math Coach, Teachers	8/23-6/24	Lesson Plans will show evidence of connected content	Principal, Math Coach	Per Unit
5. Professional Development	Math Coach	8/23-6/24	Teacher attendance and feedback	Math Coach	Monthly

6. Small Group Remediation	Math Coach, teachers	8/23-6/24	Just in Time Quick Check, formative assessments, Title 1 pushin/pullout	Math Coach, Title 1	Weekly
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
Math small groups, After school remediation					
English Learners			Migrant		
Hands-on learning, Vocabulary Word Wall					
Equity/Race/Ethnicity/Minority			Students with Disabilities		
Frequent use of manipulatives, math terms-review, Math small groups			Frequent use of manipulatives, support of the SPED team		

Area of Focus: Math					
S.M.A.R.T. Goal: At least 80% or more of our Jeter-Watson Elementary grades 3-5 students will show growth on their math SOL test.					
Essential Action/Research-based Strategy/Evidence-based Intervention: Teachers will implement daily number sense routines, utilize evidence-based practices, provide ample discussion of topics and concepts, utilize resources provided by the VDOE to guide planning, progress monitor student growth regularly and use small groups to remediate unmastered concepts. Specific attention will be made to GAP groups: special education, economically disadvantaged, ELL, and black.					
8/24-6/24					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring math Frequency
1. Progress Monitoring	Principal, Math Coach, Teachers	8/23-6/24	Just in Time Quick Checks, GoMath! Assessments, IXL, Mastery Connect	Math Coach	Pre/Post Unit Test
2. Daily Number Sense Routines	Math Coach, Teachers	8/23-6/24	Student Communication	Math Coach	Daily
3. Implementing Process Goals	Principal, Math Coach, Teachers	8/23-6/24	Lesson Plans will be monitored for evidence of the 5 PG	Principal, Math Coach	Weekly
4. Small Group Remediation	Math Coach, teachers	8/23-6/24	Formative Assessment Assessment Table	Math Coach	Daily
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
Math small groups, After school remediation					
English Learners			Migrant		
Hands-on learning, Vocabulary Word Wall					
Equity/Race/Ethnicity/Minority			Students with Disabilities		
Frequent use of manipulatives, math terms-review			Frequent use of manipulatives, support of the SPED team		

Area of Focus: Literacy

S.M.A.R.T. Goal: At least 85% of our Jeter-Watson Elementary Kindergarten students will meet the end of the year benchmark on their Spring 2024 PALS assessment upon completion of the fourth marking period in June 2024.

Essential Action /Research-based Strategy/Evidence-based Intervention: In order for Kindergarten students to successfully meet their PALs Benchmark at the end of the year, intense and explicit phonological and phonemic awareness instruction must take place daily using the Heggerty curriculum. For those students who need more support, we will use the Sound Sensible program through our Title 1 and SPED pull-out interventions. Students must be explicitly, systematically taught letters and sounds using multi-sensory methods to reach all types of learners. Kindergartens teachers will explicitly teach encoding and decoding appropriate CVC words using blending charts, Elkonin boxes, and other phonics activities supported by the science of reading.

Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Increase Phonological Processing and Phonemic Awareness Instruction	Principal, Literacy Coach, Dir. of Instruction, K Teachers	8/25/2023 - 5/20/2024	PALS Summed Scores, Heggerty Assessments, PAST Assessments	Principal, Literacy Coach	After first nine weeks (baseline data), Mid-Year, and End of the Year
2. Science of Reading in Kindergarten Professional Development	Literacy Coach in conjunction with TTAC	8/25/2023 - 5/20/2024	Lesson Plans will be monitored for the integration of SOR instructional designs; Teachers will participate in SOR PD.	Principal, Literacy Coach	Weekly
3. LETRS Training for some K Teachers and follow up with those who are already trained	Principal, LC, Teachers	8/25/2023 - 6/8/2024	Teacher Observations, Teachers' Bridge to Practice Activities, integration of lessons, graded assignments monitored through Lexia	Principal and LC	Weekly
4. Title 1 support for students who identify as well as students who show lack of progress. Title 1 will mainly support Kindergarten students with Sound Sensible, an	Principal, LC, Title 1 Director	8/25/2023-6/8/2024	Teacher Observations, PALS data, nine weeks benchmarks	Principal and LC	Monthly

intensive phonemic awareness intervention and multi-sensory instruction					
5. Kindergarten teachers will integrate many fine motor activities to increase handwriting capabilities. In addition, we will integrate the Universal Publishing Handwriting program and journal writing to increase automaticity of letters as well as develop fine motor skills.	Principal, LC	8/25/2023 - 8/6/2024	Teacher Observations, PALS data, nine weeks benchmarks	Principal and LC	Monthly
6. Kindergarten students will have virtual access to Benchmark Advanced as a supplemental curriculum for reading.	Principal, LC	8/25/2023 - 8/6/2024	Teacher Observations, Nine Week Benchmarks, PALS data	Principal and LC	Weekly
7. Students will use technology resources to independently practice reading, writing and spelling with the Nessy program for Kindergarten students: Hairy Phonics.	Principal, LC	8/25/2023 - 8/6/2024	Student observations, Nessy data	Principal and LC	Monthly
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
After school intense remediation to compensate for any learning losses.			After school intense remediation to compensate for any learning losses.		
English Learners			Migrant		
After school intense remediation, more pull-out time with ELL teacher, more push-in with ELL teacher			After school intense remediation to compensate for any learning losses.		
Equity/Race/Ethnicity/Minority			Students with Disabilities		
After school intense remediation to compensate for any learning losses.			More Tier 2 and 3 support with LC and SPED teachers. We will integrate more multi-sensory and explicit instruction on Tier 1 deficiencies.		

Area of Focus: Literacy					
S.M.A.R.T. Goal: At least 85% of our Jeter-Watson Elementary students in grades 1-3 will show one-year growth or more on the Spring 2024 PALS.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Using an Orton Gillingham aligned spelling and phonics scope and sequence in grades one through three, in conjunction with explicit, systematic, multi-sensory, and direct instruction, phonics, fluency, vocabulary, phonemic awareness, and reading comprehension will be taught to all students. Teachers will be using a variety of instructional methods based on the science of reading: Salmon and White cards (whole group), Elkonin boxes, sentence dictation, decodable texts, Heggerty, multi-sensory methods, explicit vocabulary instruction connected with quality literature and valuable non-fiction texts. Specific attention will be made to GAP groups: special education, economically disadvantaged, ELL, and black.					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. All teachers will use Heggerty daily for Tier 1 instruction.	Principal, LC, Teachers	8/25/2023 - 6/8/2024	PALS, Heggerty assessments, PAST assessments	Principal and LC	Weekly
2. OG aligned scope and sequence explicit phonics lesson for all of Tier 1 instruction	Principal, LC, Teachers, Title 1	8/25/2023 - 6/8/2024	PALS, students' grades and success	Principal and LC	Weekly
3. LETRS Implementation for 1-3 Teachers who are all trained in Volume 1.	Principal, LC, Teachers	8/25/2023 - 6/8/2024	Teacher Observations, Teachers' Bridge to Practice Activities, integration of lessons	Principal and LC	Weekly

4. Grades 1 - 3 students will have virtual access to Benchmark Advanced as a supplemental curriculum for reading.	Principal, LC	8/25/2023 - 8/6/2024	Teacher Observations, Nine Week Benchmarks, PALS data	Principal and LC	Weekly
5. Provide additional technological resources to support academic success: Nessy Reading and Spelling, RAZ Kids (g 2-3), EPIC (gr 3), IXL (3-5)	Principal, LC, Teachers, Title 1	8/25/2023 - 6/8/2024	PALS, students' grades and success	Principal and LC	Weekly

Supplemental Supports: What accompanying action steps will be implemented to support these student groups?

Economically Disadvantaged	Foster and Homeless
After school intense remediation as well as Tier 2 support to compensate for any learning losses.	After school intense remediation to compensate for any learning losses.
English Learners	Migrant
After school intense remediation as well as Tier 2 support to compensate for any learning losses. ELL Certified teachers will increase push-in and pull-out services.	After school intense remediation to compensate for any learning losses.
Equity/Race/Ethnicity/Minority	Students with Disabilities

After school intense remediation as well as Tier 2 support to compensate for any learning loss.
compensate for any learning loss.

After school intense remediation to

Area of Focus: Literacy					
S.M.A.R.T. Goal: At least 75% of our Jeter-Watson Elementary students in grades 4-5 will pass their Reading SOLS					
Essential Action /Research-based Strategy/Evidence-based Intervention: Teachers will use Orton Gillingham’s six syllable types and units in morphology to teach spelling, decoding, syllabication, and morphology. Teachers will be using a variety of instructional methods based on the science of reading: Teachers will explicitly teach encoding and decoding at an advanced level to increase reading levels, spellings skills, and morphological understanding. Specific attention will be made to GAP groups: special education, economically disadvantaged, ELL, and black.					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. All teachers will teach phonics, syllabication, or morphology daily.	Principal, LC, Teachers	8/25/2023 - 6/8/2024	Spelling assessments, writing assessments, CIP Benchmarks and formative assessments.	Principal and LC	Weekly
2. Teachers will assess for baseline spelling and reading data in lieu of PALS Plus. This data will be reassessed mid-year, and end of year. Title 1 will devote two hours to grades 4 and 5 respectively.	Title 1 teachers, LC	8/25/2023 - 6/8/2024	Spelling assessment data, reading levels	Principal and LC	Weekly
3. LETRS Training for some 4-5 Teachers, and LETRS implementation for those who are already trained in Volume 1	Principal, LC, Teachers	8/25/2023 - 6/8/2024	Teacher Observations, Teachers’ Bridge to Practice Activities, integration of lessons	Principal and LC	Weekly
4. Teachers will use rigorous, appropriate Lexiles, and aligned texts to provide quality fiction and nonfiction instruction.	Principal, LC	8/25/2023 - 6/8/2024	CIP Benchmarks and formative assessments, comprehension assessments	Principal and LC	Weekly

5. Fourth and Fifth grade students will have virtual access to Benchmark Advanced as a supplemental curriculum for reading.	Principal, LC	8/25/2023 - 8/6/2024	Teacher Observations, Nine Week Benchmarks, PALS data	Principal and LC	Weekly
6. Provide additional technological resources to support academic success: IXL (3-5)	Principal, LC, Teachers, Title 1	8/25/2023 - 6/8/2024	PALS, students' grades and success	Principal and LC	Weekly

Supplemental Supports: What accompanying action steps will be implemented to support these student groups?

Economically Disadvantaged	Foster and Homeless
After school intense remediation as well as Tier 2 support to compensate for any learning losses.	After school intense remediation to compensate for any learning losses.
English Learners	Migrant
After school intense remediation as well as Tier 2 support to compensate for any learning losses. ELL Certified teachers will increase push-in and pull-out services.	After school intense remediation to compensate for any learning losses.
Equity/Race/Ethnicity/Minority	Students with Disabilities

After school intense remediation as well as Tier 2 support to compensate for any learning loss.

After school intense remediation to

Area of Focus: Literacy					
S.M.A.R.T. Goal: At least 80% or more of our Jeter-Watson Elementary students in third grade will show growth on their reading SOL test from their fall 2023 pre SOL test to their spring 2024 test.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Using an Orton Gillingham aligned spelling and phonics scope and sequence in grade three which is designed to meet the students on their level, in conjunction with explicit, systematic, multi-sensory, and direct instruction, phonics, fluency, vocabulary, phonemic awareness, and reading comprehension will be taught to all students. Teachers will be using a variety of instructional methods based on the science of reading: Salmon and White cards (whole group), Elkonin boxes, sentence dictation, decodable texts, Heggerty, multi-sensory methods, explicit vocabulary instruction connected with quality literature and valuable non-fiction texts. Specific attention will be made to GAP groups: special education, economically disadvantaged, ELL, and black.					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Teachers with lower performing students will use Heggerty and OG Card Deck cards daily.	Principal, LC, Teachers	8/25/2023 - 6/8/2024	PALS, Heggerty assessments, PAST assessments	Principal and LC	Weekly
2. Teachers will provide additional technological resources to support academic success in phonics and reading: RAZ Kids (gr 2-3), EPIC (gr 3), IXL (3-5)	Principal, LC, Teachers, Title 1	8/25/2023 - 6/8/2024	PALS, students' grades, reports from RAZ, EPIC, IXL	Principal and LC	Weekly
3. Teachers will use an OG aligned scope and sequence explicit phonics lessons in Tier 1 instruction.	Principal, LC, Teachers, Title 1	8/25/2023 - 6/8/2024	PALS, students' grades and success	Principal and LC	Weekly
4. Teachers will use small group instruction to work specifically on fluency with decodable readers; will work on comprehension with rigorous, Lexile appropriate texts; and differentiated OG created lessons for each group.	Principals, LC, Teachers	8/25/23 - 6/8/2024	Benchmark scores, CIP assessments, comprehension assessments, fluency assessments, PALS	Principal and LC	Weekly
5. Teachers will use quality literature and nonfiction resources that align with the VDOE Curriculum Framework to increase	Principals, LC, Teachers	8/25/23 - 6/8/2024	Lesson plans, Benchmark scores, comprehension	Principal and LC	Weekly

comprehension skills and to teach literary terms and knowledge.			assessments, fluency assessments, PALS		
6. Teachers will integrate explicit and thorough vocabulary and morphology instruction in Tier 1 instruction to increase vocabulary and background knowledge.	Principals, LC, Teachers	8/25/23 - 6/8/2024	Benchmark scores, comprehension assessments, fluency assessments, PALS	Principal and LC	Weekly
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
After school intense remediation as well as Tier 2 support to compensate for any learning losses.			After school intense remediation as well as Tier 2 support to compensate for any learning losses.		
English Learners			Migrant		
After school intense remediation as well as Tier 2 support to compensate for any learning losses. ELL Certified teachers will increase push-in and pull-out services.			After school intense remediation as well as Tier 2 support to compensate for any learning losses.		
Equity/Race/Ethnicity/Minority			Students with Disabilities		
After school intense remediation as well as Tier 2 support to compensate for any learning losses.			After school intense remediation as well as Tier 2 support to compensate for any learning losses.		

Area of Focus: Writing					
S.M.A.R.T. Goal: Teachers will increase writing instruction by adding explicit writing and language instruction by one hour each week. By the end of the school year, students in grades K through 5 will master the writing standards as stated in the VDOE Curriculum Framework with 85% accuracy in writing and grammar.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Grammar and writing lessons will be explicitly taught in whole group daily; students will have guided practices in writing about what they are reading at least two times weekly if not daily; students will practice editing and making revisions at least once a week with independent practice; students will be asked to write for a variety of purposes, students will meet grade level expectations in regards to assignment length and complexity with proper punctuation, capitalization, and spelling (please see AHPS Writing Scope and Sequence).					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Teachers will design quality lessons with the Literacy Coach to explicitly teach students the necessary grammar and writing skills while following the VDOE Curriculum Framework.	Principals, LC, and Teachers	2023-2024	Lesson plans will be provided to LC and Principals to show evidence of quality lesson planning.	Principals and LC	Weekly
2. Literacy Coach will provide teachers with the AHPS Writing Scope and Sequence to ensure grade level expectations.	Principals, LC, and Teachers	2023-2024	Lesson plans will be provided to LC and Principals to show evidence of quality lesson planning.	Principals	Weekly
3. Teachers will incorporate more comprehension assessments based on writing summaries, explanations, and justifications.	Principals, LC, and Teachers	2023-2024	Lesson plans will be provided to LC and Principals to show evidence of quality lesson planning.	Principals and LC	Weekly
4. Teachers will be invited to a book study <i>The Writing Revolution</i> by Judith Hochman and Natalie Wexler.	Principals and LC	2023-2024	Teachers' completion of coursework, projects, and case studies.	Literacy Coach	Weekly (begins in November)

5. Writing Portfolios will be created for each student in grades K - 5. We will use the rubrics from CIP to assess student writing.	Principals and LC	2023-2024	Writing Portfolio material for each student and rubric data aggregated	Literacy Coach	Each nine weeks
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
After school remediation and Tier 2 support.			After school remediation and Tier 2 support.		
English Learners			Migrant		
After school remediation and Tier 2 support.			After school remediation and Tier 2 support.		
Equity/Race/Ethnicity/Minority			Students with Disabilities		
After school remediation and Tier 2 support.			After school remediation and Tier 2 support.		

Area of Focus: Attendance

S.M.A.R.T. Goal: For the 2023-2024 school year, Jeter-Watson Elementary will decrease chronic student absenteeism rate from level 3 to a level 2 or 1 according to the VDOE by tracking and implementing proactive measures to encourage school attendance.

Essential Action /Research-based Strategy/Evidence-based Intervention: See below.

Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Increase the attendance monitoring team to divide tasks including (but not limited to) analyzing attendance reports	Principal, Assistant Principal, Attendance Secretary, School Counselor, Teacher, AHPS Supervisor of Customized Learning Programs	August 2023-May 2024	Weekly attendance reports; spreadsheet of attendance;; schedule of parent communication; Log Entries of parent contact in PowerSchool; direct contact/conference forms; referral and truancy documents; assignments of responsibility	Principal, Assistant Principal, Attendance Secretary, AHPS Supervisor of Customized Learning Programs	Weekly reports
2. Making direct contact and conducting face to face conferences with parents	Principal, Assistant Principal, Attendance Secretary, School Counselor, Teachers, AHPS Supervisor of Customized Learning Programs	August 2023-May 2024	Weekly attendance reports; spreadsheet of attendance;; schedule of parent communication; Log Entries of parent contact in PowerSchool; direct contact/conference forms; referral and truancy documents; assignments of responsibility	Principal, Assistant Principal, Attendance Secretary, AHPS Supervisor of Customized Learning Programs	Weekly, Monthly, and Nine Week Reports
3. Completing required forms and documentation, managing the referral process	Principal, Assistant Principal, Attendance Secretary, School Counselor,	August 2023-May 2024	Weekly attendance reports; spreadsheet of attendance;; schedule of parent communication; Log Entries of parent contact in PowerSchool;	Principal, Assistant Principal, Attendance Secretary, AHPS Supervisor of Customized Learning Programs	Weekly, Monthly, and Nine Week Reports

	Teachers, AHPS Supervisor of Customized Learning Programs		direct contact/conference forms; referral and truancy documents; assignments of responsibility		
4. Maintain a master red-flag attendance monitoring spreadsheet; when improvement in attendance is noted from last year's BOLO list or during the year this year, "attendance progress" postcards will be sent home to families We will ask families to take a picture of their child with the postcard and send it to us to be added to our JWES or AHPS Website.	Principal, Assistant Principal, Attendance Secretary, School Counselor, Teachers, AHPS Supervisor of Customized Learning Programs	August 2023-May 2024	Weekly attendance reports; spreadsheet of attendance;; schedule of parent communication; Log Entries of parent contact in PowerSchool; direct contact/conference forms; referral and truancy documents; assignments of responsibility	Principal, Assistant Principal, Attendance Secretary, AHPS Supervisor of Customized Learning Programs	Monthly, and Nine Week Reports
5. At the end of each nine weeks, reports will be run to document the attendance averages for each homeroom.	Principal, Assistant Principal, Attendance Secretary, School Counselor, Teachers	At the end of each nine weeks: October, January, March and May	Attendance Reports from PowerSchool reflecting each homeroom's attendance % rates.	Principal, Assistant Principal, Attendance Secretary , School Counselor, Teachers	Nine week attendance reports
6. At the end of each nine weeks, the top three classes will be recognized for the highest percentage averages.	Principal, Assistant Principal, Attendance Secretary, Teachers	At the end of each nine weeks: October, January, March and May	Attendance report from PowerSchool	Principal, Assistant Principal, Attendance Secretary, Teachers	Nine week reports
7. Each homeroom will be given a perfect attendance sign to put on the door when the classroom has perfect attendance for the day. Each time the class gets perfect attendance the class will earn a letter with the attempt of spelling A-T-T-E-N-D-A-N-C-E. Once the	Principal, Assistant Principal, Teachers	Daily teachers will monitor class attendance.	Attendance tracking sheets and Attendance signs for classroom doors.	Principal, Assistant Principal, Teachers	Attendance tracking sheet of 100% classroom perfect attendance.

class spells Attendance, they will earn free ice cream or snack.					
8. School Messenger Phone Messages,, JWES Websites, homeroom teacher messages,, and the PTO Facebook page will post the importance of attendance messages throughout the year.	Principal, Assistant Principal Teachers.	August 2023-May 2024	Samples of attendance messages will be kept by administrators.	Principal, Assistant Principal, Teachers	Monthly
9. Each staff member at JWES has been assigned a WINGS student. (Working to Inspire and Nurture Great Students) A WINGS student is a student that is on our BOLO list from last year. The child was identified as missing a number of days. The concept is for the staff member to check on the child at least weekly and monitor their attendance progress while making a connection to them and the importance of school attendance .	Principal, Assistant Principal, JWES Faculty	August 2023-May 2024	A spreadsheet of the BOLO/WINGS students will be monitored throughout the year.	Principal, Assistant Principal, JWES Faculty	Weekly, Monthly

Supplemental Supports: What accompanying action steps will be implemented to support these student groups?

Economically Disadvantaged	Foster and Homeless
Attendance for all students will be reviewed and monitored.	Attendance for all students will be reviewed and monitored.
English Learners	Migrant
Attendance for all students will be reviewed and monitored.	Attendance for all students will be reviewed and monitored.
Equity/Race/Ethnicity/Minority	Students with Disabilities
Attendance for all students will be reviewed and Monitored.	Attendance for all students will be reviewed and monitored.

Area of Focus: Science					
S.M.A.R.T. Goal: During the 2023-2024 school year, our fifth grade science score was 34%. This school year, the goal will be for the pass rate to reflect an overall pass rate of 70% or greater.					
Essential Action /Research-based Strategy/Evidence-based Intervention: During the 2023-2024, students will be given CIP benchmark assessments throughout the year. Once the benchmark science scores are available, scores will be disaggregated both by question and by gap groups.					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Teachers at JWES will network with other science teachers in the division.	JWES Science Teachers	September 2023-May 2024	Notes from each meeting will be shared with administration.	JWES Science Teachers	Monthly
2. Science teachers at JWES will meet with the Principal and/or the Assistant Principal at the end of each nine weeks to discuss data and the students that are in need of science remediation.	JWES Science Teaches, Principal/Assistant Principal	September 2024-May 2024	Each nine week meeting will be scheduled after each nine week benchmark assessment.	JWES Science Teachers and Principal and/or Assistant Principal	Each nine weeks
3. Science lesson plans will be monitored for direct alignment to the VDOE Science Curriculum Framework. Each week plans will be submitted via google doc.	JWES Science Teachers, Principal and/or Assistant Principal	September 2023-May 2024	Science Lesson plans will be shared weekly through Google Docs with administration.	JWES Science Teachers and Principal and/or Assistant Principal	Weekly
4. Each science teacher will create a SMART goal for each science class they teach.	JWES Science Teacher, Principal and/or Assistant Principal	November 2023-May 2024	SMART Goals	JWES Science Teachers and Principal and/or Assistant Principal	Yearly and will be monitored at mid-year.

Supplemental Supports: What accompanying action steps will be implemented to support these student groups?	
Economically Disadvantaged	Foster and Homeless
After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.	After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.
English Learners	Migrant
After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.	After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.
Equity/Race/Ethnicity/Minority	Students with Disabilities
After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.	After each benchmark, scores will be reviewed and remediation will be provided for questions in which a student missed.

Area of Focus: During the 2023-2024 school year, Jeter-Watson Elementary will promote and monitor the social and emotional needs of our students using a systematic, flexible approach to enhance a positive school climate while building and maintaining collaborative partnerships with multiple community partners. Student referrals for prevention and intervention support services will be tracked throughout the year.					
S.M.A.R.T. Goal: During the 2023-2024 school year, Jeter-Watson Elementary faculty and staff will refer students to counseling or behavioral services when interventions and support services are necessary. The number of referrals will be tracked and progress monitoring will happen throughout the year.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Referral processes to school counselor and/or mental health counselor, and/or if needed Alleghany Highlands Community Services.					
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency
1. Engages school staff, students, and parents/families at each level of prevention,	Principal, Assistant Principal, Teachers, Support Staff, Families	August 2023-May 2024	Referrals will be tracked and monitored. Follow Up with classroom teachers will be necessary.	Principal, Assistant Principal, Teachers, Support Staff, Families	Every nine weeks

intervention, and support services.					
2. Offers a systematic and flexible approach for integrating and sustaining evidence-based practices, programs, and strategies to enhance a positive school climate and safe school environment.	Principal, Assistant Principal, School Counselor, AHPS Mental Health Counselor, Community Services, Department of Social Services, HOPE Counseling	August 2023-May 2024	Referral data will be used to track which students are receiving the emotional systematic offerings.	Principal, Assistant Principal, School Counselor, AHPS Mental Health Counselor, Community Services, Department of Social Services, HOPE Counseling	Every nine weeks
3. Builds and maintains collaborative partnerships with multiple community stakeholders – e.g., law enforcement agencies, community service boards, other behavioral health service providers, social services, the faith community, youth and parent/family service organizations, and prevention councils.	Principal, Assistant Principal, Teachers and Support Staff, School Counselor, AHPS Mental Health Counselor, Community Services, Department of Social Services, HOPE Counseling, Police Department, Behavioral Analysts, Local Churches	August 2023-May 2024	Referral data will be used to track which students are receiving the emotional systematic offerings.	Principal, Assistant Principal, Teachers and Support Staff, School Counselor, AHPS Mental Health Counselor, Community Services, Department of Social Services, HOPE Counseling, Police Department, Behavioral Analysts, Local Churches	Every nine weeks
4. Analyzes student group trend data to identify needs, monitor interventions, and adjust existing practices,	Principal, Assistant Principal, Teachers and Support Staff	August 2023-May 2024	Analyze student group trend data to identify needs, monitor interventions and adjust when necessary.	Principal, Assistant Principal, Teachers and Support Staff	Every nine weeks

programs, and strategies as needed.					
Supplemental Supports: What accompanying action steps will be implemented to support these student groups?					
Economically Disadvantaged			Foster and Homeless		
Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.			Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.		
English Learners			Migrant		
Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.			Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.		
Equity/Race/Ethnicity/Minority			Students with Disabilities		
Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.			Analyze student group data to identify needs, monitor interventions, and adjust existing practices, programs, and strategies.		