



JOUETT ELEMENTARY SCHOOL

Comprehensive School Improvement Plan



CSIP DEVELOPMENT COMMITTEE MEMBERS

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SECTION ONE

Comprehensive Needs Assessment

A Comprehensive Needs Assessment is a process that is used to identify needs and performance challenges in a school or district, determine their root causes, and set priorities for future action.

Schools should use the Comprehensive Needs Assessment to inform improvement planning and goal setting. The Comprehensive Needs Assessment leads to action that will improve programs, services, organizational structure and operations, or a combination of these elements.

SCHOOL OVERVIEW

Jouett Elementary School is one of four elementary schools in Southeastern Louisa County, Virginia. Jouett currently serves students from Pre-K to 5th grade, with 703 students enrolled. In addition to instruction in the four core areas, Jouett also offers opportunities for students to explore their interests in art, music, physical education, technology, and agriculture. Jouett also offers a variety of specialized programs to support all students, including students with disabilities, students identified as Talented and Gifted, and English Language Learners.



DEMOGRAPHICS

Grade Level	Asian	African-American	Hispanic	American Indian	2 or More Races	Hawaiian or Pacific Islander	Caucasian	Total Students
PK	0	9	5	0	13	0	36	63
K	0	7	5	0	15	0	68	95
1	0	10	5	1	18	0	83	117
2	1	6	7	0	4	0	93	111
3	0	11	3	1	12	0	73	100
4	0	6	7	0	7	1	85	106
5	1	11	7	0	7	0	94	120
TOTAL	2	60	39	2	76	1	532	712



ACHIEVEMENT DATA

<u>READING MASTERY</u>									
MASTERY INDEX	Overall	Hispanic	Asian	Black	White	Multiple Races	N-Code	SWD	EL/FEL
Passed/Advanced	34	2	0	0	30	2	6	1	3
Passed/Proficient	216	9	2	17	175	12	83	26	6
Fail/Basic	34	4	0	2	25	3	18	9	2
Fail/Below Basic	29	1	0	4	22	2	14	17	3
TOTAL POINTS	291.25	14.75	2	19.5	252	17.25	107.5	38.25	12
% of Possible Points	93.05	92.18	100	84.78	93.94	90.78	88.84	72.16	85.71
Indicator Score	20.93	25.35	-	23.31	21.13	24.96	19.98	16.23	-
<u>MATH MASTERY</u>									
MASTERY INDEX	Overall	Hispanic	Asian	Black	White	Multiple Races	N-Code	SWD	EL/FEL
Passed/Advanced	65	2	0	1	59	3	16	1	4
Passed/Proficient	206	10	2	17	163	13	85	25	8
Fail/Basic	36	3	0	5	25	3	18	21	0
Fail/Below Basic	8	1	0	1	6	0	4	6	2
TOTAL POINTS	316.25	22.25	2	22.25	257	19	119.5	19	13.5
% of Possible Points	100.39	92.7	100	92.7	101.58	100	97.15	82.07	96.42
Indicator Score	22.58	25.49	-	25.49	22.85	27.5	21.85	18.46	-
<u>SCIENCE MASTERY</u>									
MASTERY INDEX	Overall	Hispanic	Asian	Black	White	Multiple Races	N-Code	SWD	EL/FEL
Passed/Advanced	24	0	0	0	23	1	5	1	0
Passed/Proficient	55	2	1	5	43	4	25	3	1
Does Not Meet	20	0	0	2	17	1	8	13	0
TOTAL POINTS	100	2	1	6.5	84.5	6	37.25	14	1
% of Possible Points	101.01	100	100	92.85	101.8	100	98.02	82.35	100
Indicator Score	10.1	-	-	-	10.18	-	9.8	8.23	-



READING GROWTH									
	Overall	Hispanic	Asian	Black	White	Multiple Races	N-Code	SWD	EL/FEL
Above Expected Growth	32	1	0	1	27	3	11	3	3
Expected Growth	100	5	1	10	81	3	36	13	3
Demonstrated Growth	36	0	1	2	31	2	13	1	2
Below Expected Growth	7	0	0	1	6	0	2	4	0
Did not Meet Expected Growth	16	1	0	1	10	4	9	3	0
TOTAL GROWTH POINTS	170.5	6.25	1.75	13.25	141	8.25	60.5	19.5	8.25
% of Possible Points	89.26	89.28	87.5	88.33	90.96	68.75	85.21	81.25	103.12
Indicator Score	15.62	-	-	15.45	15.91	-	14.91	14.21	-
MATH GROWTH									
	Overall	Hispanic	Asian	Black	White	Multiple Races	N-Code	SWD	EL/FEL
Above Expected Growth	32	2	0	2	26	2	6	2	2
Expected Growth	115	5	2	10	91	7	48	13	3
Demonstrated Growth	32	0	0	2	28	2	13	2	3
Below Expected Growth	7	0	0	1	6	0	3	6	1
Did not Meet Expected Growth	7	0	0	1	5	1	2	1	0
TOTAL GROWTH POINTS	182.5	7.5	2	14.5	156	11	66.75	20	8.25
% of Possible Points	94.55	107.14	100	90.62	94.55	91.66	92.7	83.33	91.66
Indicator Score	16.54	-	-	15.85	16.54	-	16.22	14.58	-

The following are the annual pass rates earned by JES over the last 3 school years:

	2023-2024	2024-2025	2025-2026
English	75	82	80
Math	86	89	87
Science	81	81	81
Social Studies	80	84	83



The following are the annual pass rates earned by each reporting group at JES over the last 3 school years:

English	2023-2024	2024-2025	2025-2026
Asian	100	100	100
Black	74	77	72.73
Hispanic	75	83	68.75
Multiple Races	74	71	72.22
White	75	83	80.97
Econ Dis	66	73	72.88
ELs	29	67	28.57
SWD	59	65	44.68

Math	2023-2024	2024-2025	2025-2026
Asian	100	100	100
Black	74	91	78.26
Hispanic	60	100	75
Multiple Races	89	81	88.89
White	87	89	89.07
Econ Dis	81	81	83.33
ELs	78	67	85.71
SWD	62	67	54.35

Science	2023-2024	2024-2025	2025-2026
Asian	100	-	100
Black	71	-	71.43
Hispanic	40	100	100
Multiple Race	100	67	83.33
White	82	83	80.49
Econ Dis	76	69	78.95
ELs	50	-	-
SWD	61	47	31.25

History	2023-2024	2024-2025	2025-2026
Asian	-	100	100
Black	-	88	72.73
Hispanic	100	100	80
Multiple Race	88	83	66.67
White	78	83	85.06
Econ Dis	68	74	74.36
ELs	25	100	100
SWD	38	73	43.75



ATTENDANCE DATA

Attendance Rate Percentages	
Year	Percentage
2024-2025	93.20
2025-2026	94.35

Historical Chronic Absenteeism		
Year	Number of Students	Percentage
2024-2025	44	6.80
2026-2026	37	5.65

OTHER RELEVANT DATA

2026-2027 TAG Roster					
1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total
0	3	11	8	20	42



SECTION TWO

School Goals

Determine school-wide goals and provide a description of school-wide strategies that the school is implementing to

- *Strengthen the academic program in the school*
- *Address instructional areas of needs*
- *Help provide an enriched and accelerated curriculum*

School Focus Areas and Goals

Schools are required to develop a comprehensive, unified, long-range school plan. The purpose of this plan is to ensure continuous improvement to better student outcomes. The focus areas below outline a vision for the school's continuous improvement over the next three years. The subsequent sections of the CSIP outline the specific goals and action steps to be taken during the 2026-2027 school year to move towards addressing these focus areas.

Focus Area 1	Three-Year Goal	Milestones
Writing	Increase the percentage of 5th grade students receiving a 6 or higher in each of the 2 categories of written expression & usage/mechanics by 20% over the next three years, with a specific focus on also closing the achievement gap in K-4 foundational writing skills.	1. 100% of K-5 instructional staff will complete professional development in the Science of Writing. 2. Grades 3-5 IRW benchmark assessments will show a minimum 20% increase in students scoring an overall 6 or higher in each of the 2 categories of written expression & usage/mechanics compared to the baseline year. 3. 100% of K-2 students will participate in a yearly writing prompt.



Focus Area 2	Three-Year Goal	Milestones
Mathematical Proficiency and Problem-Solving	Increase the percentage of students meeting or exceeding grade-level math proficiency benchmarks by 15% over three years, while reducing the achievement gap for historically underperforming subgroups by 20%, through the implementation of conceptual, inquiry-based math instruction.	1. 100% of instructional staff will adopt a school-wide "Math Framework" that dedicates at least 15 minutes daily to math talks or number strings to build computational fluency 2. Mid-year and end-of-year standardized math assessments (e.g., i-Ready or state testing) show a minimum 8% increase in overall proficiency, with at least 85% of students demonstrating expected or high growth in number and number sense.
Focus Area 3	Three-Year Goal	Milestones
Improving academic achievement for students with disabilities	Increase the percentage of students meeting or exceeding grade-level math and reading proficiency benchmarks by 15% over three years.	1. 100% of special education staff will receive professional development on evidence-based reading and math interventions specifically designed for students with disabilities. 2. Quarterly review meetings will be held to analyze progress monitoring data for students with disabilities, to show 5% growth in IEP goal attainment each quarter.



GOAL ONE: *By May 2027, 80% of students in grades K-5 will score at or above the Strategic Support Band on the DIBELS assessment, and improve upon the annual rate, mastery index, and growth.*

Action Steps	Strategies	Timeline	Person(s) Responsible	Resources	Method(s) of Monitoring
1.1	Conduct monthly/quarterly data meetings to analyze the reading achievement performance of all students.	September 2026 to May 2027	Classroom Teachers, SPED Teachers, Reading Specialist, Title I, Administration	PowerSchool Analytics Mastery connect Unit Assessments MCLASS	DIBELS Progress Monitoring VALLS Screener Subgroup Watchlist VTSS & Reading Minutes Data Spreadsheets
1.2	Reading teachers will use the Virginia Tiered Support System to guide instruction and remediation for students.	September 2026 to May 2027	ELA Teachers, Reading Specialist, Title I, SPED Teachers, Inst. Assistants	VTSS Model	VTSS Meetings (RTI) SRPs/Intervention Plans Reading Planning Meetings DIBELS Progress Monitoring VALLS Screener
1.3	The Reading Specialist will provide resources, model best practices, coach reading teachers bi-monthly, and provide necessary building-level PD.	2026-2027 school year	ELA Teachers, RS, ITRT, Title I, Inst. Assistants, Media Specialist Tutors	Resources provided by the RS as identified in the VLA	Marking Period Outlines Data Meeting Minutes School Calendar/Schedule Teacher Lesson Plans LCPS Assessment Calendar LCPS Tier 1 ELA Pacing
1.4	Administration will observe reading teachers in tandem with the Reading Specialist and compare observations and provide feedback.	2026-2027 school year	Administration, Reading Specialist	The teacher provided lesson plans	Observation Notes Walkthrough Forms ELA Admin Look-Fors
1.5	Teachers will participate and integrate cross-curricular integration	September 2026	ELA Teachers, Content Teachers,	CKLA Five Ponds Press	Reading Planning Meeting Minutes



	opportunities within their Tier 1 instruction. Collaboration will occur during grade-level meetings and on student support planning days.	to May 2027	Reading Specialist, ITRT, Media Specialist	Sundance Reading Resource Room, Content Resources	Content Integration Document
1.6	The Reading Specialist will use data to schedule and plan specific interventions, extensions, and on-grade-level practice for identified students utilizing instructional assistants.	2026-2027 school year	ELA teachers, Reading Specialist	VLA-approved programs	Reading Lab and Intervention Gradebook Weekly Lab meetings
1.7	Jouett Special Educators will utilize a variety of VLA-approved curricula to plan individualized, specially designed instruction to address specific learners' needs and IEP goals.	2026-2027 school year	Special Educators Reading Specialist	VLA-approved programs	Quarterly SPED meetings
1.8	The Reading Specialist will collaborate with licensed Reading Interventionists to schedule and plan specific interventions for identified students.	2026-2027 school year	Reading Specialist ELA teachers Reading Interventionist Tutors	VLA-approved programs	Monthly meetings with interventionists
1.9	The Reading Specialist will collaborate with classroom teachers, the EL educator, the administration, and/or central office personnel to schedule designated times for students to receive specialized instruction that addresses EL language acquisition and achievement goals.	2026-2027 school year	Classroom Teachers, Reading Specialist, Administration EL Teacher	Summit Top Score Writing Writing Recipe	



GOAL TWO: *By May 2027, Jouett Elementary students will a) increase our overall school fluency achievement by 10%, and b) students in grades 3-5 will improve upon the annual pass rate, mastery index number, and growth on the Math SOL assessment.*

Action Steps	Strategies	Timeline	Person(s) Responsible	Resources	Method(s) of Monitoring
2.1	The math interventionist will design targeted, goal-driven plans for grades K-5, personally implement them with 3rd-5th-grade students, and guide an instructional assistant in delivering the K-2 plans.	2026-2027 school year	Admin MRT Math Interventionist K-2 IA Math Interventionist	Frontline's Universal Screener for Number Sense, Mastering the Basic Math Facts, Figuring out Fluency, Do The Math, Georgia Numeracy Project	Schedule, group rosters, progress monitoring and summative data for students in intervention
2.2	Implement math tasks in collaboration with TAG/ MRT teachers to design extension activities.	2026-2027 school year	Admin MRT TAG teacher Math teachers	Tasks in unit snapshots	Lesson plans, MRT meeting minutes
2.3	Utilize Extended Learning (fall and spring) to work with students on specific academic skills based on assessment results	Fall 2026, Spring 2027	Admin MRT Teachers Tutors	Stipends for teachers, supplies	Progress monitoring data, observations, lesson plans
2.4	Provide professional development to teachers and instructional assistants as needed.	2026-2027 school year	Admin MRT	LCPS Educational Exploration	Teacher feedback ; presentations from staff;



			Instructional Assistants Math teachers	Graham Fletcher Math Course	reflection forms from PD; plans created with MRT showing implementation of PD concepts
2.5	Use the iReady Diagnostic with 2-5 students to monitor progress toward their typical growth goal.	2026-2027 school year	Admin Math Teachers MRT	iReady Diagnostic	Rosters of students in iReady; data reports
2.6	K-1st students will use technology to demonstrate their mastery of math standards through hands-on learning experiences 2nd-5th grade students will consistently use First in Math	2026-2027 school year	Admin Math Teachers MRT	SeeSaw, math manipulatives, First in Math	Technology evidence and recording sheets
2.7	Implementation of data and intervention meetings to track tiers of intervention and student progress of all students	2026-2027 school year	Admin Math teachers MRT Math Interventionist	Data spreadsheets, intervention plans, SMART Goals	Data Meeting agendas and notes, Intervention Team meeting notes and plans, data spreadsheets
2.8	Bi-monthly planning with MRT; incorporation of the 5 C's into planned math lessons.	2026-2027 school year; bi-weekly or more often as needed	Admin Math Teachers MRT	Planning schedule	Lesson plans, data reports, observations, meeting agendas
2.9	Incorporate Fact Fluency practice and target fluency instruction into daily math routines.	2026-2027 school year	MRT Math Teachers IAs	Building Fact Fluency, Figuring Out Fluency, Mastering the Basic	Screeners, teacher observations, progress monitoring, First in Math data



			Tutors Interventionist	Facts, First in Math	
2.10	Full implementation of Number Corner in grades K-5.	2026-2027 school year	MRT K-5 Teachers	Number Corner Kits	Lesson plans, MRT planning meeting notes, observations

GOAL THREE: *By May 2027, Jouett Elementary School will meet or exceed the state's expectations in content: a) 85% for VA Studies and b) 83% for Science.*

Action Steps	Strategies	Timeline	Person(s) Responsible	Resources	Method(s) of Monitoring
3.1	Jouett Elementary will provide small group instruction tailored toward going deeper into scientific topics, utilizing literacy-based resources and primary sources.	September 2026 to May 2027	Classroom Teacher, School Administration	Unit Plans, CKLA Primary Sources, Vestal Resources	Rubrics, Project products, Grade Level Data Sheet
3.2	Jouett Elementary will conduct quarterly planning meetings to analyze the science and history performance of students.	September 2026 to May 2027	Classroom Teachers, Administration	Mastery Connect assessments, Benchmark Assessments, Unit Assessments	Grade Level Data Sheets, Mastery Connect Data Analysis
3.3	Jouett Elementary School will hold projection meetings to monitor students' projected achievement.	2 times a year	General Education Teachers, Talented and Gifted Teachers, Administration	Formative and Summative Assessment data, SOL Data	Student Projections, Data Sheets



3.4	Science and History teachers will utilize the division-level unit assessments to ensure students' growth and progress toward meeting expected benchmarks.	September 2026 to May 2027	Classroom Teachers, Administration	Mastery Connect, Unit Assessments	Grade Level Data Sheets, Mastery Connect Data Analysis
3.5	History and Science teachers will utilize resources from the Virginia Teachers Club to enhance instructional resources about given topics.	2026-2027 school year	Classroom Teachers,	Mastery Connect, Unit Assessments, Virginia Teachers Club	Grade Level Data Sheets, Mastery Connect Data Analysis
3.6	Jouett students will participate in IXL Science, using weekly practice to monitor and track growth and mastery of scientific skills.	2026-2027 school year	Classroom Teachers, Administration	Chromebook, IXL	iXL Usage and mastery reports
3.7	Jouett students will participate in SOL Pass practice for History and Science, utilizing weekly practice to monitor and practice history and scientific skill growth and mastery.	February 2026 to May 2027	Classroom Teachers, Administration	Chromebook, SOL Pass	Data Meeting Minutes, SOL Pass Tracking Sheet
3.8	Content standards that are not addressed explicitly during CKLA will be intentionally incorporated in the Resource and WIN block.	September 2026 to May 2027	Classroom Teachers, Resource Teachers	Determined by the lesson	Pacing and planning documents
3.9	Intentional cross-curricular activities will be implemented in 5th-grade Math and Science classrooms.	October 2026 to May 2027	5th Grade Math and Science Teachers	School Science Pacing, Math Unit Snapshots	Planning documents, Pacing Guides
3.10	Integrated field trips based on grade-level content standards.	2026-2027 school year	Grade-Level Teachers	Planning and Transportation	Completion of field trips



3.11	A review night event will be held with students and families before the Science and VA Studies SOLs.	April 2027	Admin Director of Elementary Ed. Grade-Level Teachers Families	Planning Presentations Food	Planning Documents Review Activities Attendance Sheet
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GOAL FOUR: *By May 2027, Jouett Elementary School will a) hold at least two professional development sessions focused on characteristics of gifted students and differentiating instruction for high-achieving students and; b) there will be at least a 5% increase in the pass advanced rate of each area of accountability.*

Action Steps	Strategies	Timeline	Person(s) Responsible	Resources	Method(s) of Monitoring
4.1	The TAG teacher, MRT, and RRT will help build, find, and implement cross-curricular rich tasks.	Monthly 2026-2027 school year	TAG Teacher, MRT, RRT	VASCL Task Bank, PBA/PBL Resources, Collaborative Planning Document	Planning Meeting Minutes, School Pacing document
4.2	Implement math tasks in collaboration with TAG and MRT to design extension and enrichment activities.	2026-2027 school year	Admin, MRT, TAG teacher, math teachers	Tasks listed in unit snapshots; MRT, TAG teacher, and classroom teachers	Lesson plans, MRT meeting notes
4.3	Holding professional development on characteristics of gifted students, differentiating instruction for high-achieving students, and the gifted identification process.	2026-2027 school year	TAG Teacher, MRT, RRT, Messer/Gifted Expert	UVA, William & Mary,	PD Minutes, PD presentations, teacher observations



4.4	Intentionally identifying and scheduling high-achieving students to receive enrichment, in addition to Tier I instruction	2026-2027 school year	MRT, RRT, TAG teacher, extension teacher, classroom teachers	Differentiation resources,	Enrichment lab schedule, Looking at data points,
4.5	Utilizing NNAT results to screen every first-grade student for potential TAG eligibility	April 2026	TAG + First-grade teachers	Naglieri (NNAT) non-verbal assessment	NNAT Data, Screening tools, Documentation of students identified students
4.6	Classroom teachers will provide small group instruction tailored toward going deeper into topics, utilizing differentiation resources.	2026-2027 school year	Classroom Teacher, School Administration	Unit Plans, differentiation resources	Rubrics, Project products, Grade Level Data Sheet

GOAL FIVE: *By May 2027, all Jouett Elementary School educators will foster student agency by integrating personalized and collaborative goal-setting routines into their daily practice, formalizing this commitment within their professional SMART goals.*

Action Steps	Strategies	Timeline	Person(s) Responsible	Resources	Method(s) of Monitoring
5.1	Classroom teachers will develop routines for goal setting and incorporate a type of visual	Fall 2026	Teachers	Office supplies, folders as needed	Walkthroughs, observations, SMART goals
5.2	A menu of options for incorporating this in every classroom will be provided for staff	Fall 2026	Admin, student success team correlate	Technology	Student success team correlate meeting minutes
5.3	PD on the power of goal setting will be provided	August 2026	Student success team correlate	Canva, projector	Staff attendance to PD sessions, staff feedback



5.4	Individual or class goals will be tracked	2026-2027 school year	Teachers, Admin	SMART goals, data sheets	Impact evaluated by assessment outcomes, data sheet, Spring SOL's
5.5	Goal setting collaboration within grade levels and faculty meetings.	Monthly 2026-2027 school year	Teachers, Admin	Teacher and student samples	Student success team correlate meeting minutes



SECTION THREE

Professional Development & Other School Activities

Describe the professional development and other activities for teachers, instructional assistants, and other school personnel to improve instruction or support the school's mission and vision. Professional learning activities and other priorities should reflect data (achievement data, surveys, etc.)

SCHOOL-WIDE PROFESSIONAL LEARNING PLAN

Topic	Audience	Staff Responsible	Time	Resources Needed
Math Task- Problem Solving: Session One	PK-5 Math Teachers	Liz Burchell Megan Goodman	Afterschool	
Math Task- Problem Solving: Session Two	PK-5 Math Teachers	Liz Burchell Megan Goodman	Afterschool	
Math Task- Problem Solving: Session Three	PK-5 Math Teachers	Liz Burchell Megan Goodman	Afterschool	
Math Task- Problem Solving: Session Four	PK-5 Math Teachers	Liz Burchell Megan Goodman	Afterschool	
KAT Strategy	K-5 Reading Teachers	Rachel Witham Julie Bryant	Afterschool	
Student Goal Setting	PK-5 Teachers	Breanna Chiccehitto	Welcome Back Week	
Characteristics of a TAG Student	K-5 Teachers	TBD	TBD	
TAG Evaluation Process	K-5 Teachers	Laura Leiffer	TBD	