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 ``Df]bW]dU\`.\` : fUbWYg\`@YY**

<p>5bb iU\`DYfZcf a UbWY\` ; cU\` \`MYUf\` \`fi&\$&)\`!&*\`L</p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 68% to at least a 72%, reducing the gap from 21% to 19% EL - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24% SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 22% to 20% Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 23% to 21%</p>
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<p>GhfUhY [JW\`D\`Ub\`GhfUhY [J]Yg\`DF=A 5 FM</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>
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<p>H]Yf\`% * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. s Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-levels .iwi rener chem p en</p>			

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By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
 Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 25% to 18%
 EL - Increase pass rate from 48% to at least 68%, reducing the gap from 40% to 24%
 SWD - Increase pass rate from 51% to at least 69%, reducing the gap from 37% to 22%
 Econ. Disadv. - Increase pass rate from 64% to at least 74%, reducing the gap from 24% to 18%

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<p>5bbiU\`DYfZcf a UbWY\` ; cU\` \`MYUf\`%fl&\$&\`!&(\`L</p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 63% to at least a 67%, reducing the gap from 25% to 23% EL - Increase pass rate from 48% to at least a 58%, reducing the gap from 40% to 32% SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 37% to 30% Econ Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 24% to 22%</p>
<p>5bbiU\`DYfZcf a UbWY\` ; cU\` \`MYUf\`&\`fl&\$&(\`!&)\`L</p>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 23% to 20% EL - Increase pass rate from 58% to at least 64%, reducing the gap from 32% to 26% SWD - Increase pass rate from 60% to at least 66 %, reducing the gap from 30% to 25% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20%</p>

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<p>Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	<p>Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p>Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p>DfcZYgg]cbU`@YUfb]b[Staff will participate in professional learning for Language Studio.</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	

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<p>GhfUhY []W`D`Ub`AYUg i fYg`fl8fcdXc kbl`!`Hc`XYhYf a]bY`Z` [cU` kUg`UW\]Y jYX</p>	<p>M-SS-1- Reading SOLs</p>	<p>FYg i`hg`cZ`Dfc [fYgg`i9bX`cZ`MYUfl`</p>	<p>Reading SOL</p>
<p>9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb i U` ; cU``flAD%&L</p>	<p>9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb i U` ; cU``flAD&L</p>	<p>9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb i U` ; cU``flAD`L</p>	<p>9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb i U` ; cU``flAD(L</p>
<p>School level- DIBELS Teacher/CLT/Grade- -95% Unit Aseessments (K-3) -VGA for taught standards</p>	<p>Teacher/CLT/Grade- -95% Unit Aseessments (K-3) -VGA for taught standards</p>	<p>School level- DIBELS Teacher/CLT/Grade- -95% Unit Aseessments (K-3) -VGA for taught standards</p>	<p>School level- DIBELS Teacher/CLT/Grade- -95% Unit Aseessments (K-3)] -VGA for taught standards</p>

<p align="center">; cU` ` `</p>	<p align="center">Student Well-Being</p>
<p>GhfUhY []W`D`Ub` ; cU` `5fYU</p>	<p>Student Well-Being</p>
<p>GhfUhY []W`D`Ub`DYfZcf a UbWY`CV`YWh] jYg</p>	<p>PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.</p>

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6UgY]bY`8UhU	68% on Spring 2022 YVM	-XYbh]Zm`jZ` [cU``]g`fYe i]fYX` VUgYX`cb`ghUhY`cf`ZYXYfU`` fYe i]fY aYbhgž`cf`ch\Yf` [i]XY]bYg	
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By 2026, at least 78% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health

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Tier 3 * 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			
views student	a1	collect	data is collected

