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Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	**Spring 2023 - SOL** All - Pass 62% Black - Pass 54% (opp. gap 8%) Hispanic - Pass 46% (opp. gap 16%) EL - Pass 50% (opp. gap 12%) SWD - Pass 52% (opp. gap 10%) Econ. Disadv - Pass 56% (opp. gap 6%)	**Identify if goal is required based on state or federal requirements, or other guidelines**	Required

3 Year Performance Goal

By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 54% to at least 69%, reducing the gap from 8% to 3%
Hispanic - Increase pass rate from 46% to at least 67%, reducing the gap from 16% to 5%
EL - Increase pass rate from 46% to at least 69%, reducing the gap from 12% to 3%
SWD - Increase pass rate from 52% to at least 68%, reducing the gap from 10% to 4%
Econ. Disadv. - Increase pass rate from 56% to at least 70%, reducing the gap from 6% to 2%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	**By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black** - Increase passrate from 54% to at least 62%, reducing the gap from 8% to 4% **Hispanic** - Increase passrate from 46% to at least 56%, reducing the gap from 16% to 10% **English Learners** - Increase passrate from 50% to at least 59%, reducing the gap from 12% to 7% **Students with Disabilities** - Increase passrate from 52% to at least 60%, reducing the gap from 10% to 6% **Economically Disadvantaged** - Increase passrate from 56% to at least 63%, reducing the gap from 6% to 3%
Annual Performance Goal Year 2 (2024-25)	**By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black -** Increase pass rate from 62% to at least 66%, reducing the gap from 4% to 3% **Hispanic -** Increase pass rate from 56% to at least 63%, reducing the gap from 10 % to 6% **EL -** Increase pass rate from 59% to at least 65%, reducing the gap from 7% to 4% **SWD - I**ncrease pass rate from 60% to at least 64%, reducing the gap from 6% to 5% **Econ. Disadv. -** Increase pass rate from 63% to at least 67%, reducing the gap from 3% to 2%

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Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Black -** Increase pass rate from 66% to at least 69% **Hispanic -** Increase pass rate from 63% to at least 67% **EL -** Increase pass rate from 65% to at least 69% **SWD - I**ncrease pass rate from 64% to at least 68% **Econ. Disadv. -** Increase pass rate from 67% to at least 70%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * EL and SpEd teachers collaborate with the math coach/specialists and participate in CLTs to support students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group time. * Targeted groups are differentiated to meet each students' needs. Provide timely support to I					

Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	
Professional Learning: Implement CLTs to support planning, coaching, and data analysis. This will include support with the three math' h Pp ughu ev m eviding 4-5x					

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Baseline Data	Spring 2023 - SOL **All -** Pass 59% **Black -** Pass 62% **Hispanic -** Pass 52% (opp. gap 7%) **EL -** Pass 46% (opp. gap 13%) **SWD -** Pass 58% (opp. gap 1%) **Econ. Disadv** - Pass 47% (opp. gap 12%)	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 62% to at least 66%
Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 7% to 5%
EL - Increase pass rate from 46% to at least 56%, reducing the gap from 13% to 9%
SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 1% to 0%
Econ. Disadv. - Increase pass rate from 47% to at least 57%, reducing the gap from 12% to 8%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	**By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black** - Increase passrate from 62% to at least 66% **Hispanic** - Increase passrate from 52% to at least 60%, reducing the gap from 7% to 5% **English Learners** - Increase passrate from 46% to at least 56%, reducing the gap from 13% to 9% **Students with Disabilities** - Increase passrate from 58% to at least 65%, reducing the gap from 1% to 0% **Economically Disadvantaged** - Increase passrate from 47% to at least 57%, reducing the gap from 12% to 8%
Annual Performance Goal Year 2 (2024-25)	**By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black -** Increase pass rate from 66% to at least 69% **Hispanic -** Increase pass rate from 60% to at least 64%, reducing the gap from 6% to 5% **EL -** Increase pass rate from 56% to at least 63%, reducing the gap from 10% to 6% **SWD -** Increase pass rate from 65% to at least 69% **Econ. Disadv. -** Increase pass rate from 57% to at least 64%, reducing the gap from 9% to 5%
Annual Performance Goal Year 3 (2025-26)	**By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:** **Black -** Increase pass rate from 69% to at least 72% **Hispanic -** Increase pass rate from 64% to at least 68% **EL -** Increase pass rate from 63% to at least 67%, reducing the gap from 6% to 2% **SWD -** Increase pass rate from 69% to at least 72% **Econ. Disadv. -** Increase pass rate from 64% to at least 68%, reducing the gap from 5% to 1%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

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Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Benchmark and diagnostic data (STEMScopes and APS science assessments)
Professional Learning: CLTs to support implementation of STEMScopes, planning instruction aligned to the SOLs	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	Science 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 wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4	Inclusion
Strategic Plan Goal Area	Student Success
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

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Baseline Data	2022-23 (EOY)- 62% of SWD are spending 80% of school day in Gen. Ed setting	Identify if goal is required based on state or federal requirements, or other guidelines	

3 Year Performance Goal

By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting.

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 67% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 72% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families): Maintain a welcoming and inclusive environment and develop respectful and trusting relationships to include: language-inclusive signage and communications, providing a designated parent specialist, developing a process to welcome new families, ensuring staff and families have frequent opportunities to establish a positive relationship and obtain information about the school and classroom	2	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor through observations, gathering participant feedback, FACE checklists, YVM Survey
Action 2 (Communicating Effectively): * Utilize ParentSquare as a language-inclusive tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	2	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor by reviewing communication artifacts from ParentSquare, staff use of ParentSquare, participant feedback, YVM Survey
Action 3 (Student Success): Host at least four parent/family sessions that directly support academic achievement, specifically in literacy, math, and science	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved.
Professional Learning: Ed Tech sessions led by ITC	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Adminstrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-4- Feedback from participants in school-ba	Results of Progress (End of Year)	YVM
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)**

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A SEL Team will be established to monitor data and interventions, to support the shift from PBIS systems and to establish a common vision for social-emotional learning.	4	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, Behavior Specialist, Counselors	Principal & AP will monitor through check-in/planning meetings with SEL team and review of agenda and team outcomes
Instructional staff will begin to implement Responsive Classroom practices.	4	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Instructional Staff	Principal & AP will monitor through Classroom walkthroughs
Professional learning will include resources from CASEL and Responsive Classroom to support Adult SEL and student SEL.	4	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, Behavior Specialist, Counselors, SEL Team	Principal & AP will monitor by reviewing professional learning agendas and SEL surveys
Implement Second Step to support explicit instruction in social-emotional language in the classroom.	4	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, Behavior Specialist, Counselors, Classroom Teachers	Principal & AP will monitor by reviewing Implementation schedule & classroom walkthroughs

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-3- YVM Student: School Climate	Results of Progress (End of Year)	YVM
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