



## Gunston - School Action Plan - 2023-24 to 2025-26

### Principal: Carolyn Jackson

<b>Annual Performance Goal Year 3 (2025-26)</b>	<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><b>Black</b> - Increase pass rate from 63% to at least 67 %, reducing the gap from 8% to 7%  <b>Hispanic</b> - Increase pass rate from 65% to at least 68%, reducing the gap to 6%  <b>EL</b> - Increase pass rate from 55% to at least 62%, reducing the gap from 16% to 12%  <b>SWD</b> - Increase pass rate from 56% to at least 63%, reducing the gap from 15% to 11%  <b>Econ Disadv.</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 8% to 7%</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* Teacher will begin to use math workshop structures within each unit.</li> <li>* Every student will be required to meet regularly with the teacher in targeted small group.</li> <li>* Targeted groups are differentiated to meet each student's needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Monitor compliance with HB-410
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>* Collaborative planning including EL and SpEd teachers to target identified needs.</li> <li>* Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges.</li> <li>* Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.</li> <li>* Additional targeted small group weekly using best instructional strategies to address monitoring needs and provide support.</li> </ul>			





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<p>Tier 1</p> <ul style="list-style-type: none"> <li>-Explicit vocabulary Instruction-all content areas</li> <li>-Utilize strategies from Aspire Training and Staff Development in adolescent reading</li> <li>- Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions, Kagan cooperative learning structures.</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> <li>-Core phonics in Reading Strategies Class</li> <li>-Lexia powerup / (Lexia English for EL 1 &amp; 2)</li> <li>- Fluency practice- repeated readings-WCPM 150 goal</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
<p>Tier 3</p> <ul style="list-style-type: none"> <li>- Teach students routine they can use to decode multisyllabic words</li> <li>- Immersive Reader, ed tech access for read aloud/translations</li> </ul>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	
<p><b>Professional Learning</b></p> <ol style="list-style-type: none"> <li>1) Teacher training on EdTech Resources (ie - Lexia English, Reading Coach, Immersive Reader)</li> <li>2) PD with EL and ELA on Amplify</li> <li>3) Gr. 6-8 ELA. EL, SWD teachers will participate in training on NWEA MAP Growth in English including data analytic tools</li> <li>4) VGA dashboard</li> </ol>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, MSRT	

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<p><b>School Level</b></p> <ul style="list-style-type: none"> <li>-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th &amp; 7th----BOY in 8th, only MOY &amp; EOY if below proficient on BOY)</li> </ul> <p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit Assessments [Mastery Connect]</li> <li>-VGA</li> <li>-Writing performance task embedded in curriculum</li> </ul>	<p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit Assessments [Mastery Connect]</li> <li>-Writing performance task embedded in curriculum</li> </ul>	<p><b>School Level</b></p> <ul style="list-style-type: none"> <li>-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th &amp; 7th----BOY in 8th, only MOY &amp; EOY if below proficient on BOY)</li> </ul> <p><b>CLT/Teacher</b></p> <ul style="list-style-type: none"> <li>-End of Unit Assessments [Mastery Connect]</li> <li>-VGA</li> <li>-Writing performance task embedded in curriculum</li> </ul>	<p><b>School Level</b></p> <ul style="list-style-type: none"> <li>-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th &amp; 7th----BOY in 8th, only MOY &amp; EOY if below proficient on BOY)</li> </ul> <p><b>CLT/Teacher</b></p> <ul style="list-style-type: none"> <li>-End of Unit Assessments [Mastery Connect]</li> <li>-Writing performance task embedded in curriculum</li> </ul>

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<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	Spr. 2022 - YVM - 48% favorable overall on category  ----45% favorable on question "During this school year, did you school give you strategies for coping with personal stress, anxiety, feelings of sadness"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, favorable responses to the Your Voice Matters Survey question "During this school year, did your school give you strategies for coping with personal stress, anxiety, or feelings of sadness?" will be increased by the following tiered goal:			
<b>Overall -</b>			









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#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Action 1 (Welcoming All Families)</b> *Welcoming All Families -Ensuring a family friendly, respectful, and helpful school climate -Designated family friendly resource space in school -Principal greets families before and after school	Sept- June, ongoing	All Staff	Principal & AP will monitor during meetings with staff and families
<b>Action 2 (Communicating Effectively):</b> * Utilize ParentSquare as a tool to support staff to 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.	Sept- June, ongoing	All Staff	Principal & AP will review Parent Square reports to see staff usage
<b>Action 3 (Student Success):</b> * Host at least four parent workshops/information/training sessions that focus on Student Social, Emotional, Mental Health, substance abuse awareness and restorative practices. F.A.C.E. will focus on supporting families and students with disabilities towards college and career preparedness.	Sept- June, ongoing	Counseling, Student Services, community partners	Principal & AP will ensure workshops are scheduled

#### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	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