Carlin Springs - School Action Plan - 2025-26 to 2027-28
Principal: Carmen Delacruz

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	2024-25 Overall: 40% passed Key Areas of Needs Asian - 59% Black - 19% Hispanic - 37% Multiple Races - 63% EL - 31% Students with Disabilities - 12% Economically Disadvantaged - 47%	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Math Mastery

3 Year Performance Goal

By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

All Students: Increase the pass for All Students from 40% to 64%

-Increase the pass rate for **Asian** from 59% to at least a 72%
-Increase the pass rate for **Black** from 19% to at least a 60%, reducing the gap from 21% to 4%
-Increase the pass rate for Hispanic from 37% to at least a 65%, reducing the current gap from 3% to 0% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
-Increase the pass rate for **Multiple Races** from 63% to at least a 73%
-Increase the pass rate for EL from 31% to at least a 63%, reducing the current gap from 9% to 1% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
-Increase the pass rate for SWD from 12% to at least a 58%, reducing the current gap by 28% to 6% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
-Increase the pass rate for **ED** from 47% to at least a 67%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **All Students** - Increase the pass rate from 40% to at least 52% **Asian** -Increase the pass rate for from 59% to at least 65% **Black** -Increase the pass rate from 19% to at least 39%, reducing the current gap from 21% to 13% **Hispanic-Increase the pass rate from 37% to at least 50%, reducing the gap from 3% to 2%** **Multiple Races**-Increase the pass rate from 63% to at least 67% **EL -Increase the pass rate from 31% to at least 46%, reducing the current gap from 9% to 6%** **SWD-Increase the pass rate from 12% to at least 36%, reducing the current gap from 28% to 16%** **ED** -Increase the pass rate from 47% to at least 57%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 52% to 60% -Increase the pass rate for **Asian** from 65% to at least a 69% -Increase the pass rate for **Black** from 39% to at least a 52%, reducing the gap from 13% to 9% **-Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the current gap from 2% to 1%** -Increase the pass rate for **Multiple Races** from 67% to at least a 70% **-Increase the pass rate for EL from 46% to at least a 56%, reducing the current gap from 6% to 4%** **-Increase the pass rate for SWD from 36% to at least a 49%, reducing the current gap by 16% to 11%** -Increase the pass rate for **ED** from 57% to at least a 64%

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 60% to 64% -Increase the pass rate for **Asian** from 69% to at least a 72% -Increase the pass rate for **Black** from 52% to at least a 60%, reducing the gap from 8% to 4% **-Increase the pass rate for Hispanic from 59% to at least a 65%, reducing the current gap from 1% to 0%** -Increase the pass rate for **Multiple Races** from 70% to at least a 73% **-Increase the pass rate for EL from 56% to at least a 63%, reducing the current gap from 4% to 1%** **-Increase the pass rate for SWD from 49% to at least a 58%, reducing the current gap by 11% to 6%** -Increase the pass rate for **ED** from 64% to at least a 67%

Evidenced Based Intervention (EBI)
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

K-5 - Provide systematic instruction during the intervention to develop student understanding of mathematical ideas.(ESSA Tier 1) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12

During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*Data shows students have difficulty with applying computation strategies in context, including single and multi-step word problems.
*Data shows students have difficulty with identifying the place and value of whole numbers and decimals.

The root cause(s) listed above directly informs to the aligned EBI practice with strong evidence.

Intended Outcomes
Describe how student outcomes will improve as a result implementing the evidence-based strategy.

Implementing the EBI and corresponding action steps will provide consistent systematic instruction to develop students' understanding of mathematical ideas. It will teach clear and concise use of place value concepts and computation strategies that they can apply to problem-solving.Students who are at risk in Math who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year Math SOL will also increase

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.

Action Steps

Action Steps	**Title I Schoolwide Component (1-4)**	**ESSA Evidence Tier (1-4)**	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**	**Cost Elements** (Resources needed)	**Funding Source**

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Tier 1 * Implement new standards using updated curriculum documents * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach and/or grade-level CLT wherever they are supporting students * Teacher will use all components of the 3 recommeded math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group * Targeted groups are differentiated to meet each students' needs. (AVMR, Bridges, Project M2/M3) * Utiilize formal (common) and informal assessments to provide flexible, just-in-time, support to help students access grade level curriculum * Ensure that students have access to mathematic tools and manipulatives *1/15* **Provide multiple opportunities for learning and utilizing "just in time" scaffold instruction for SWD and ELs* **Moving from teacher-centered to student-centered instruction* **Integrate and embed a variety of intentional opportunities for student discourse* **Supporting students in their process of productive struggle and growth mindset* **Sequence tasks and questioning to deepen student understanding of standards* **Human Resource:** ***Teacher support with material preparation (hourly employee)** ****Peer observations across and within grade levels*** ***Math Workshop instruction coaching and feedback** ***Bringing in consultant for Math Workshop (Jennifer Lempp)** ****AVMR classroom implementation support (alongside and following school-wide training) will be continued from SY2024-2025*** **Materials:** ***AVMR Resources; Course 2 kits and training for grades 3-5 teachers. Resources will be purchased and given to teachers to put into practice new learning after the 2 hour training for 8 days beyond their contract hours.** **Collaboration:** ***Quarterly planning, Weekly content CLTs, SIOP with the focus on language stucture and student engagement;** ***Weekly leadership team meetings including stakeholders from multiple areas (Social work, academic areas, psychologist, admin, etc.)**	1	ESSA Tier 3: Promising Evidence	Sept-June, ongoing; Feb. 19, March 19, April 16; June22nd - June 25th	Classroom teachers will implement the Mathematics curriculum utilizing county provided curriculum and curricular resources. EL and SWD teachers will collaborate with classroom teachers to support EL and SWD students in accessing content. Math Coaches will coordinate quarterly planning meetings with CLT teams. Math coaches will facilitate collaboration amongst classroom teachers, EL teachers, SPED teachers during regularly scheduled CLTs.	Principal & AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Consistent implementation of Math Workshop Structure.** **2) Intentional stations and activities aligned to SOLs that engage students in differentiated Tier 1 practice and experience.** **3) Use of unit assessments and exit tickets to guide spiral review stations and activities.** **4) Quarterly planning for all grades to unpack and plan for implementation of the EBI (evidenced based instruction)**	1	ESSA Tier 1: Strong Evidence	1-4) Sept 2025-June 2026	Classroom teachers, EL teachers, SpEd teachers, Math Coaches	Administration will attend CLTs and quarterly planning when available, as well as coordinate professional develpment with the math office and the vendors. Coaches will demonstrate best mathematical practices through math workshop lens and ensure implementation through class rotations.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds
Tier 2 *Math block includes intentional targeted small group time used for differentiated instruction *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Math in Practice, AVMR, Ready, Set, Math, and/or IXL Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning during weekly CLTs with EL and SpEd teachers to target identified needs. Identify target areas (essential standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs 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	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement math workshop structures. EL and SWD Teachers will collaborate with classroom teachers and meet with targeted small groups. Math coaches will support teachers in initiating and implementing the components of math workshhop. Math Coaches will collaborate with teachers in forming flexible, targetted small groups during tier 1 math block.			

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Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Use of formative data (exit tickets and/or AVMR Knowledge Checks) to create fluid small groups that target needs of individual students.** **2) Use of Ready, Set, Math (Integrow) and county curriculum materials to support remedial and spiral review of core content.** **3) Use of AVMR and county benchmark assessments to establish gaps and skills needed to access core curriculum.**	1	ESSA Tier 2: Moderate Evidence	1-3) Sept 2025-June 2026	Classroom teachers, EL teachers, SpEd teachers, Math Coaches	Administration will attend CLTs when available to ensure small group instruction is prioritized by teams. Math coaches will provide and/or communicate classroom material needs and support the use of assessments to plan for student needs. They will also support implementation through classroom rotations.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds
Tier 3 * In addition to the regular math-block, small groups meet 4-5x weekly using research based programs/strategies, progress monitored and documented through MTSS. (Bridges, Do the Math, and Math Recovery® (by trained Math Recovery teacher), IXL * Progress monitoring every 6-8 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. interventionist to facilitate the application of the learning in the classroom setting.	3	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet with small groups 2-5x/week using researched-based interventions.			
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Use of benchmark data (NWEA) to identifiy significant gaps in foundational content and skills and create groups with similar needs.** **2) Use of formative data (AVMR Knowledge Checks and classroom data as needed) to progress monitor student progress and make adjustments to plans if needed.** **3) Use of the Ready, Set, Math (Intergrow) curriculum to support closing of gaps in content and foundational skills.**	3	ESSA Tier 2: Moderate Evidence	1-3) Sept 2025-June 2026	Classroom teachers, EL teachers, SpEd teachers, Math Coaches, and math interventionists	Weekly touchpoint with interventionists and coaches. Admin sets expectations for Tier 3 and MTSS.	Funds for AVMR kits and online training course from Integrow Numeracy Solutions; pay for staff to participate in AVMR training outside of contractual hours	SIG Grant Funds
Professional Learning *Build teacher capacity through coaching to support implementation of instructional practices and data analysis; Administration and K-5 staff will engage in professional development on instructional supports for ELs through SIOP (i.e. content and language objectives; explicit opportunity to support the 4 language domains); *** K-5 teachers will participate in math workshop professional learning throughout the school year, provided by math coaches, to continue to develop competency around the three structures as well as the new mathematics standards. Continue with fidelity to the Math Workshop Model.** ***Providing training for all math teachers K-5 (including EL and Sped) in AVMR, Math Recovery®**	3	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet one-on-one or in very small groups 4-5x/week using researched-based interventions.	Principal & AP will support math coahes during CLTs and in identifying teachers for coaching cycles		
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) AVMR 2 training for teachers grades 3-5** **2) Continued support from math coaches on implementation of math workshop and tiered instructional support through CLT and targeted classroom collaboration.** **3) Summer Content Academy: 6 hours a day for 4 days - 6 teachers June 2026; Schoolwide SDI professional learning for all staff 4 hours (Feb. 19, March 19, April 16 and Sept. 3, 2026)**	3	ESSA Tier 2: Moderate Evidence	1) April 2026 2) Sept 2025 - June 2026 3) June 2026	Classroom teachers, EL teachers, SpEd teachers, Math Coaches	Principal and Math coaches will monitor the services provided by Lempp Educational consulting and Integrow Numeracy Solutions to ensure all services outlined in the scope of work are provided.	Funds for professional learning and coaching on Math Workshop structures by Lempp Educational Consulting and AVMR 2 for teachers in grades 3-5	SIG Grant Funds

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.4-% of students passing the Math SOL
	LGI-SAGS-2.1-Universal Math Screener		KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth

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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School level- NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Intervetions	**Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Intervetions"
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) Leadership team includes data analysis of mid year MAP assessments and mid year Mastery Connect data. Based on data plans for continued intervention will be made.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) Leadership team includes data analysis of end of year MAP assessments and end of year Mastery Connect data. Based on data plans for continued intervention in subsequent school year will be made.

Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	2024-25 - Preliminary - Reading SOL **All students** (38%) Asian - 52% Black - 33% Hispanic - 34% EL - 25% Students with Disabilities - 16% Economically Disadvantaged - 43%	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery
3 Year Performance Goal			

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READING SOL
By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

All Students - Increase pass rate from 38% to at least 65%
-Increase the pass rate for **Asian** from 52% to at least a 68%
-Increase the pass rate for **Black** from 33% to at least a 64%, reducing the current gap from 5% to 2%
-Increase the pass rate for Hispanic from 34% to at least a 64%, reducing the current gap from 4% to 1% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
-Increase the pass rate for **Multiple Races** from 75% to at least a 82%
-Increase the pass rate for EL from 25% to at least a 61%, reducing the current gap from 13% to 4% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
-Increase the pass rate for SWD from 16% to at least a 59%, reducing the current gap fro 22% to 6% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
-Increase the pass rate for **ED** from 43% to at least a 65%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 38% to at least 51% **Asian** - Increase pass rate from 52% to at least 60% **Black** - Increase pass rate from 33% to at least 48%, reducing the gap from 5% to 3% **Hispanic - Increase pass rate from 34% to at least 48%, reducing the gap from 4% to 3%** **Multiple Races** - Increase pass rate from 75% to at least 78% **EL - Increase pass rate from 25% to at least 43%, reducing the gap from 13% to 8%** **SWD - Increase pass rate from 16% to at least 38%, reducing the gap from 22% to 13%** **Econ. Disadv.** - Increase pass rate from 43% to at least 54%
Annual Performance Goal Year 2 (2026-27)	READING SOL By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 51% to at least 59% -Increase the pass rate for **Asian** from 60% to at least 64% -Increase the pass rate for **Black** from 48% to at least 57%, reducing the gap from 3% to 2% **-Increase the pass rate for Hispanic from 48% to at least 57%, reducing the gap from 3% to 2%** -Increase the pass rate for **Multiple Races** from 78% to at least 80% **-Increase the pass rate for EL from 43% to at least 54%, reducing the gap from 8% to 5%** **-Increase the pass rate for SWD from 38% to at least 51%, reducing the gap from 13% to 9%** -Increase the pass rate for **ED** from 54% to at least 62%
Annual Performance Goal Year 3 (2027-28)	READING SOL By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 59% to at least 65% -Increase the pass rate for **Asian** from 64% to at least 68% -Increase the pass rate for **Black** from 57% to at least 64%, reducing the gap from 2% to 1% **-Increase the pass rate for Hispanic from 57% to at least 64%, reducing the gap from 2% to 1%** -Increase the pass rate for **Multiple Races** from 80% to at least 82% **-Increase the pass rate for EL from 54% to at least 61%, reducing the gap from 5% to 4%** **-Increase the pass rate for SWD from 51% to at least 59%, reducing the gap from 8% to 6%** -Increase the pass rate for **ED** from 62% to at least 65%

Evidenced Based Intervention (EBI)
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

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*K-3: Teach students to decode words, analyze word parts, and write and recognize words. (ESSA Evidence Tier: Strong) https://ies.ed.gov/ncee/WWC/PracticeGuide/21
*4-9: Build students' decoding skills so they can read complex multisyllabic words. (ESSA Evidence Tier: Strong) https://ies.ed.gov/ncee/WWC/PracticeGuide/29
4-9: Routinely use a set of comprehension building practices to help students make sense of the text. WWC practice Guide.

During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*Ongoing Strategic analysis of decoding and encoding data and reteaching in Tier 1 and Tier 2.
*Explicit, systematic multisyllabic word reading strategy instruction and fluency practice.

The root cause(s) listed above directly informs to the aligned EBI practice with strong evidence.

Intended Outcomes
Describe how student outcomes will improve as a result implementing the evidence-based strategy.

Implementing the EBI and corresponding action steps will improve phonics instruction K-5. It will teach phonics explicitly and systematicly to students in all grades. Implementing data analysis will increase teacher efficacy in addressing student needs in Tier 1 and Tier 2. Students who are at risk in Reading who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year Reading SOL will also increase

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement new standards using high quality instructional materials * Implement Systematic Core Phonics in K-3 with fidelity (Fundations) * Implement CKLA in K-5 for language comprehension * Implement explicit fluency routines daily (practice in decodable text) * Utilize data from CKLA, Fundations Unit Assessments, and APS Quarterly Asessments to drive instruction * Incorporate authentic writing tasks (the Writing Revolution) * Resources written and developed to increase engagement and challenge in Tier 1 *1/15* **Provide multiple opportunities for learning and utilizing "just in time" scaffold instruction for SWD and ELs* **Moving from teacher-centered to student-centered instruction* **Integrate and embed a variety of intentional opportunities for student discourse* **Supporting students in their process of productive struggle and growth mindset* **Sequence tasks and questioning to deepen student understanding of complex text* **Provide multiple opportunities for students to engage with content*	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement CKLA; EL teachers will implement language studio; SPED teachers will support SWD in accessing CKLA; Coaches will support teachers in implementation	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Quarterly planning for all grades to unpack and plan for implementation of the EBI (evidenced based instruction)** **2) Ongoing data analysis in CLTs to plan reteaching based on student need in Tier 1** **3) Coaching cycles and ongoing feedback during Tier 1, 2 and 3 phonics instruction** **4) Specific coaching on literacy best practices for EL and SWD students** **5) Weekly leadership team meetings including stakeholders from multiple areas (Social work, academic areas, psychologist, admin, etc.)** **6) Co-teaching model used for the SPED co-taught class with built in co-planning time to ensure that Tier 1 instruction is planned in line with EBI practices that include providing students with access to specially designed instruction with multiple problem types and practice opportunities with visual and verbal supports.**	1	ESSA Tier 1: Strong Evidence	1) Sept - June 2) Sept - June 3) Sept - June 4) March - June 5) Sept - June	Classroom teachers will implement CKLA; EL teachers will implement language studio; SPED teachers will support SWD in accessing CKLA; Coaches will support teachers in implementation	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's	Funds for professional learning and coaching on phonics instruction; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	CLSD Grant

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Tier 2: * Lexia recommended usage for structured literacy at students level * Support EL learners in CKLA using scaffolds and supports * Provide structured opportunities for oral language development * Teachers use data from Fundations assessments to reteach * Teachers plan structured literacy small groups using decodables to meet students needs	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches will model and coach teachers in implementation of decodable text; teachers will implement decodable text in their classrooms	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Ongoing data analysis in CLTs to plan reteaching based on student need in Tier 2** **2) Provision resources of decodable texts to include K-3 and multisyllabic for 4-5**	2	ESSA Tier 1: Strong Evidence	1) Sept - June 2) Feb/March	Coaches will model and coach teachers in implementation of decodable text; teachers will implement decodable text in their classrooms	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's	Funds for decodables in K-3 and 4-5	CLSD Grant
Tier 3: *Students who are high risk in VALLSS and 1-20% in NWEA MAP/intensive on DIBELS will receive a reading intervention 5 days a week for 30 minutes *Interventions will be targeted based on student need, addressing areas such as decoding, encoding, and fluency	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches and teachers will participate in data conversations in CLTs to adjust and plan instruction	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's		
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Evidence based interventions to students who are high risk on VALLSS or scored in the 1-20% on NWEA MAP** **2) Provision resources for explicit, systematic interventions to include K-3 and 4-5** **3) Provision resources of decodable texts to include K-3 and multisyllabic for 4-5**	2	ESSA Tier 1: Strong Evidence	1) Sept-June 2) Feb/March 3) Feb/March	Coaches and teachers will participate in data conversations in CLTs to adjust and plan instruction	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's	Funds for coaching on phonics intervention programs, pay for staff working outside contract hours to prep materials	CLSD Grant
Professional Learning *Build teacher capacity through coaching to support implementation of instructional practices and data analysis *Administration and K-5 staff will engage in professional development on instructional supports for ELs through SIOP (i.e. content and language objectives; explicit opportunity to support the 4 language domains) *K-5 teachers, SPED, and EL participate in the Virginia Literacy Plan professional learning continued from SY 2024-2025 *K-3 Teachers participate in Fundations training from literacy coach focused on strategies to teach decoding and analyzing word parts continued *The Writing Revolution training in grades 2 and 3 *Develop competency around new ELA standards	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Coaches lead/support CLTs and coach teachers; Assistant principal and principal will attend CLTs complete walk throughs and observations; Coaches will lead quarterly planning with each team	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's		
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step). **1) Summer Content Academy (6 hours a day for 4 days; 6 teachers)** **2) School wide SDI professional learning for all staff (4 hours - Feb. 19, March 19, April 16, and Sept. 3)** **3) TNTP coaching on best practices in literacy development for EL students and SWD** **4) Sonday Systems coaching for intervention practices**	3	ESSA Tier 4: Demonstrates a Rationale	1) June-Aug 2) Feb-Sept 3) March-June 4) March-June	Coaches lead/support CLTs and coach teachers; Assistant principal and principal will attend CLTs complete walk throughs and observations; Coaches will lead quarterly planning with each team	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's	Funds for coaching on phonics intervention programs and best practices in literacy, pay for staff working outside contract hours to prep materials	CLSD Grant

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.2-% of students passing the Reading SOL
	LGI-SAGS-2.2-Universal Literacy Screener		KPI-SAGS-2.3-% of elementary students annually meeting defined growth targets in reading on the DIBELS assessment by either: Demonstrating at least one year of growth for students on and above grade level, or demonstrating at least a year and half of growth for students below grade level (using DIBELS Progress Monitoring)
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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School level- VALLS NWEA **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level-** VALLS NWEA **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level** VALLS NWEA **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings 3) Leadership team conducts data analysis of mid year MAP and VALLSS assessments and plans for continued intervention	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and reviews data in leadership team meetings 3) Leadership team conducts data analysis of end of year MAP and VALLSS assessments and plans for continued intervention

Goal #3	Science SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	2024-25 - Preliminary - Science SOL **All students** (38%) Asian - 40% Black - 29% Hispanic - 34% EL - 13% Students with Disabilities - 33% Economically Disadvantaged - 48%	**Identify if goal is required based on state or federal requirements, or other guidelines**	Level 3 - School Quality Indicator Rating
3 Year Performance Goal			

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

-Increase pass rate for **All Students** from 38% to 51%
-Increase pass rate for **Asian** from 40% to 52%
-Increase pass rate for **Black** from 29% to 45%
-Increase pass rate for **Hispanic** from 34% to 48%%
-Increase pass rate for **Multiple Races** from 50% to 59%%
-Increase pass rate for **EL** from 13% to 36%
-Increase pass rate for **SWD** from 33% to 48%
-Increase pass rate for **ED** from 48% to 57%

Annual Performance Goals

Carlin Springs - School Action Plan - 2025-26 to 2027-28
Principal: Carmen Delacruz

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 38% to 51% -Increase the pass rate for **Asian** from 40% to at least 52% -Increase the pass rate for **Black** from 29% to at least 45%, reducing the gap from 9% to 6% -Increase the pass rate for **Hispanic** from 34% to at least 48%, reducing the gap from 4% to 3% -Increase the pass rate for **Multiple Races** from 50% to at least 59% -Increase the pass rate for **EL** from 13% to at least 36%, reducing the gap by from 25% to 14% -Increase the pass rate for **SWD** from 33% to at least 48%, reducing the gap from 5% to 3% -Increase the pass rate for **ED** from 48% to at least 57%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 51% to 59% -Increase the pass rate for **Asian** from 52% to at least 60% -Increase the pass rate for **Black** from 45% to at least 55%, reducing the gap from 6% to 4% -Increase the pass rate for **Hispanic** from 48% to at least 57%, reducing the gap from 3% to 2% -Increase the pass rate for **Multiple Races** from 59% to at least 65% -Increase the pass rate for **EL** from 36% to at least 50%, reducing the gap by from 15% to 10% -Increase the pass rate for **SWD** from 48% to at least 57%, reducing the gap from 3% to 2% -Increase the pass rate for **ED** from 57% to at least 64%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 59% to 65% -Increase the pass rate for **Asian** from 60% to at least 64% -Increase the pass rate for **Black** from 55% to at least 63%, reducing the gap from 4% to 3% -Increase the pass rate for **Hispanic** from 57% to at least 64%, reducing the gap from 2% to 1% -Increase the pass rate for **Multiple Races** from 65% to at least 69% -Increase the pass rate for **EL** from 50% to at least 58%, reducing the gap by from 10% to 7% -Increase the pass rate for **SWD** from 57% to at least 64%, reducing the gap to 2% -Increase the pass rate for **ED** from 64% to at least 68%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
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
Allocate weekly minimum Science instruction time by implementing VDOE Science Standards using APS resources; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits, Substitute Teachers	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, EL teachers, SPED teachers, STEAM teacher, Assistants	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Gr. 3, 4 & 5 CLT's will review administer assessments (pre, post, unit) in Mastery Connect, Legends of Learning & Stemsopes to identify SOL strands in need of reteaching and provide corrective instruction within the classroom.	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.

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1.0 STEAM specials teacher will support staff in identifying Science needs and develop plans to address the needs.	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Quarterly instructional planning with District Level Science Specialist; embedded support for Professional Development with grades K-5.	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Work collaboratively with Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition and using formative data to inform and adjust instruction for individual students	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Grade level scinece teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Teacher Support for material preperation (hourly employee), PL Prep for all staff, Hands on science experiment materials, Materials for Carlin Springs Science Fair. Using mastery connect and exit tickets to provide skill and content base intervention and remediation to be analyized in Science CLT. *Weekly leadership team meetings including stakeholders from multiple areas (Social worker, academic areas, psychologist, admin, etc.)	3	ESSA Tier 2: Moderate Evidence	Nov-June, ongoing	Grade level scinece teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.5-% of students passing the 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	English Learner Progress		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	**2024-25** 50.7% of English Learners demonstrated expected progress	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By 2028, at least 62% of English Learners will demonstrate proficiency gains required to demonstrate progress on ACCESS 2.0

Annual Performance Goals

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Annual Performance Goal Year 1 (2025-26)	By 2026, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 58% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
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
-Continued SIOP training with the Center for Applied Linguistics (onboarding training with new staff memberrs provided by CAL training Carlin Springs staff; continued training with previously trained Carlin Springs Staff).	1	ESSA Tier 2: Moderate Evidence	Sept-June Ongoing	Carlin Springs based SIOP Coaches, Administrators	Principal and AP will monitor staff attendance and completion of 12 SIOP trainings, post survey training results, monitor need for new staff members to have 'catch-up' trainings.
- Dedicated EL staff at each grade level to support EL learners in ELA, Intervention Blocks, and all content learning areas	3	ESSA Tier 1: Strong Evidence	Sept-June Ongoing	EL teachers, Grade Level Team Members, Coaches, Administrators, Interventionists	Principal will ensure academic scheduling to allow for the staffing; will monitor through walkthrough observations, informal/formal observations, SIOP Observation tool created by staff
-All grade level CLTs will have EL teacher attendance and participation.	3	ESSA Tier 1: Strong Evidence	Sept-June Ongoing	Academic Coaches, EL Team	Principal and AP will ensure attendance possible with teacher schedules; will attend CLTs to monitor particpation
-District Level EL specialist will train EL staff on how to appropriately define EL teacher roles in the CLT.	3	ESSA Tier 2: Moderate Evidence	Sept-June Ongoing	EL team, Administrators	Principal and AP will collaborate with the Office of English Learners to faciliate the time for EL teachers to attend this trainings.

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	**Strategic Plan Key Performance Indicators**	KPI-SWB-2.2-% of students who are chronically absent by school

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)
Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard VDOE Accreditation Dashboard

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Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	82% favorable responses on Spring 2024 YVM Survey (104 responses) 97% favorable responses on Spring 2025 YVM Survey (177 responses)	**Identify if goal is required based on state or federal requirements, or other guidelines**	Required for Title 1 Schools

3 Year Performance Goal
"By 2027, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 88% (97% in June 2025) of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engage
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 92% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.

Action Steps

Action Steps	**Title I Schoolwide Component (1-4)**	**ESSA Evidence Tier (1-4)**	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**
Action 1 (Supporting Student Success) * Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting. * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)	4	ESSA Tier 4: Demonstrates a Rationale	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and through participation in planned events
Action 2 (Welcoming All Families): *Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)"	1,4	ESSA Tier 4: Demonstrates a Rationale	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events

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Action 3 (Communicating Effectively): * 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. Note: FACE will provide a sample plan by July 24th."	1	ESSA Tier 3: Promising Evidence	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal and AP will monitor through periodic review of ParentSquare
Action 4: (Communicating Effectively): "*Title I: Reinforce the foundations of School-Family partnership by • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (school calendar, etc.) • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources."	2	ESSA Tier 2: Moderate Evidence	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership TeamSchool FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	**Strategic Plan Key Performance Indicators**	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement

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)
Title I School-Family Partnershp Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.	Title I School-Family Partnershp Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.	Title I School-Family Partnershp Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.	YVM

Goal #6	Reducing Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	**2023-24**: 21% Chronic Absenteeisum, **2024-2025** APS - 14.8% of students were chronically absent (APS) VDOE - 13.74% (with reductions for flexible hours of instruction)	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2028, reduce chronic absenteeism to at least 11%

Annual Performance Goals

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Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce chronic absenteeism to at least 13.5%
Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce chronic absenteeism to at least 12%
Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce chronic absenteeism to at least 11%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
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
Create an Attendance Task Force to monitor student attendance, tardies, etc. for patterns and quantity of each; contact families about trends for their students to understand underlying causes of tardies/absenteeism and offer assistance as needed.	1,4	ESSA Tier 4: Demonstrates a Rationale	Sept-Jun	Attendance Task Force, Admin	Principal and AP will monitor Mentor/Mentee relationships, and goals and by reviewing the monthly meeting schedule during weekly administrator team meetings.
Provide education sessions for parents, collaborating with mental health team, detailing the school system policies regarding absenteeism and emotional impacts on students.	1,4	ESSA Tier 4: Demonstrates a Rationale	Sept-June	Attendance Task Force, Admin, Parents	Principal will monitor by ensuring weekly newsletter is completed
Building student, staff, and parent buy-in for school attendance with teacher-student mentorships, weekly attendance celebrations, etc.	1	ESSA Tier 2: Moderate Evidence	Sept-June	Attendance Task Force, Admin	Principal and AP will monitor by ensuring staff survey is administered and data is used to inform decisions around PL. Review of PL plans

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	**Strategic Plan Key Performance Indicators**	KPI-SWB-2.2-% of students who are chronically absent by school

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)
Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard VDOE Accreditation Dashboard

Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan

This plan, as part of the APS Progressive Planning Model, serves as the APS School Action Plan addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the Title I Schoolwide Program Design and Action Plan: our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table above, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS' Mission to "ensure all students learn and excel in high-quality, safe, and supportive schools", in alignment with the APS Strategic Plan to realize the APS Vision to "provide a world-class education where every student develops the skills and knowledge to be a responsible global citizen and graduates college- or career-ready". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

Foundational Practices

The focal strategies for this school year listed above are built on the foundation of continuing use of evidence-based reform strategies already established as effective practice in our school community, such as:

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Implementation of evidence-based (ESSA Tier 1) Arlington Tiered System of Support (Instructional Support), including:
- Cultural identity as a Professional Learning Community (PLC)
- Structure of regularly meeting Collaborative Learning Teams (CLT)
- Continuous cycle of data-informed decision-making and responsive planning for instruction and for schoolwide program design

Universal master schedule that promotes maximizing instruction time, promoting student achievement in academic and SEL. **Reading and Math coaches prioritize support and coaching cycles to classrooms with the greatest turnaround need.**

Social-emotional learning support for staff and students, including:
- A consistent framework that provides resources and supports to address the whole child and help every student to be social-emotionally successful.
- Aligned with the research organized into the CASEL model of Social and Emotional Learning, our school's foundational framework is Responsive Classroom (ESSA Evidence Tier 3).
- Differentiated supports aligned with the APS Social-Emotional Learning Reference Guide.

Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system.

Family engagement founded in the PTA National Standards for Family-School Partnerships and the Dual Capacity-Building Framework for Family-School Partnerships and codified in the APS Family and Community Engagement (FACE) Policy and Policy Implementation Procedures (both At A Glance).

Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level. Kindergarten Open House, Back to School Events, Home Visits as necessary.

District-level coordination of services for students experiencing homelessness and students in foster care.

Strategic utilization of a variety of resources including local and supplemental funds (including, for example, Title I, Part A) to support the work of the school, the schoolwide program, and the school action plan.

Our Supplemental Title I staffing of 4.0 FTE (3.0 Academic Support Teachers FTE, 1.0 Dean FTE) provide additional intervention as well as coaching to teachers in tier 1 and tier 2 classroom instruction.

The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this plan.

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the School Quality Profile for the school, for the district, and for the Commonwealth. SOL assessment data from Spring 2025 and the prior 2 years were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include:

• Formative and summative student academic performance data from measures such as those specified in the APS Division Literacy Plan (Virginia Language & Literacy Screener (VALLSS) K-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, CKLA Unit Assessments); APS Mathematics assessments including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Math Unit Pre-Assessments and exit tickets; APS Quarterly and End-of-Unit Science Assessment series; common formative assessments; as well as Reading, Spelling, and Mathematics intervention progress monitoring

• English language proficiency data (WIDA ACCESS)

• Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey. SEL weekly meetings to identify and monitor students in need of support.

• Instructional Personnel and Licensure Report (IPAL)

• Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, Instructional Rounds, instructional coach reflections, and SIOP observations.

• Community engagement, experience, and perception data such as the Your Voice Matters surveys for students, families, and staff, FACE self-assessment, and the Title I School-Family Partnership Survey.

The Arlington Public Schools 2024-2030 Strategic Plan, APS Teaching and Learning Framework, and district and school context also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including all of those listed as responsible parties above, administrators, instructional staff spanning grade levels and specialties, and family and community members through established school learning teams and working groups such as the PTA, School Leadership Team, Instrucitonal Coaching Team, and Grade-Level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school's comprehensive needs assessment, focal areas for continuous improvement in the coming year (as detailed in the table above) include:

Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.

Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.

Strengthening attendance for all students and particulalry those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.